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ABSTRACT

All students need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. To this end, Texas has implemented sweeping reforms of the state's public education system in the form of House Bill (HB) 72. This legislation essentially revamped every aspect of public education. This report gives a summary of HB 72, an overview of the activities of the State Board of Education and its committees, and a presentation of some of the most significant reforms as they relate to long-range goals and objectives. Goal 1 focuses on performance standards that students will be expected to meet. Goal 2 emphasizes a well-balanced curriculum allowing students to realize their learning potential. Goal 3 examines teachers and teaching, stressing competence and recruitment of qualified teachers. Goal 4 focuses on organization and management, stating that all levels of the educational system will be productive, efficient, and accountable. Goal 5 looks at the financing of public education. Goal 6 emphasizes parental and community involvement in the improvement of schools. Goal 7 investigates innovation, stressing the continual improvement of instructional programs. Goal 8 discusses consistent, timely, and effective communications among public education interests. Concluding the report are three appendices, offering a chronology of education reform, program and operating budget figures, and contact information. (WTH)

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A Report to the Texas Legislature from the State Board Of Education and the Texas Education Agency 1984 – 1986

EA 019 280

IMPLEMENTING EDUCATION REFORM

A Report to the Texas Legislature from the State Board Of Education and the Texas Education Agency 1984 – 1986

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January 1987

To The Citizens of Texas and Members of the Legislature:

When the members of the new State Board of Education took office in October of 1984, we faced a tremendously important and challenging task, and that was to put into effect the most complete education reform law ever enacted by this state or, perhaps, any state in the nation.

House Bill 72 not only changed virtually every aspect of public education in Texas, it also changed the image of our state in the eyes of educational leaders across the country. Suddenly, Texas was thrust into the forefront of educational leadership nationwide. This public attention on Texas' education system increased as our state's economic situation worsened. More and more people -- taxpayers, the business community, and lawmakers -- began to realize that Texas' successful economic future hinged in great part on the success of its educational system.

National attention and our economic future were not, however, the primary considerations of the State Board of Education in its efforts over the past two years to implement education reform. Our major goal has been, and will continue to be, providing the highest quality education possible for our children.

We are pleased to present this report, in compliance with Texas Education Code Section 11.26(c)(4), as an abbreviated summary of the efforts of the State Board of Education and the Texas Education Agency to implement education reform over the past two years. We believe Texas has made great progress toward its goal of improving education for all the children of the state. Any credit for this progress must be shared with the public and with teachers, administrators, other professionals and local school boards, whose dedication and effort the State Board of Education gratefully acknowledges.

Our accomplishments over these two years, although significant, must not be allowed to lull us into complacency. We have only established the foundations for a truly sound system of public education. Now begins the sustained commitment and perseverance required to achieve our objectives. Much remains to be done.

Sincerely,

Jon Brumley

Jon Brumley, Chairman

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Table of Contents

The Mission, Goals and Objectives for Texas Public School Education 1

Summary of House Bill 72 6

The State Board of Education and its Committees 8

Implementation of Education Reform 10

Goal 1:
Student performance 11

- The TEAMS tests 11
- No pass/no play 14
- Reduced class size 15
- Bilingual education 16
- Compensatory education 17
- Special education 18
- Dropout reduction 18
- School-age pregnancy prevention 19

Goal 2:
Curriculum 19

- Grade 70 passing standard/social promotion 19
- Gifted education 20
- Vocational education 20

Goal 3:
Teachers and teaching 22

- The Texas Teacher Appraisal System and the career ladder 22
- Teacher testing (TECAT, ExCET, P-PST) 23
- Paperwork reduction 24
- Alternative certification 25

Goal 4:
Organization and management 26

- Performance-based accreditation 26
- Instructional leadership training for administrators 27
- School board member training 27
- The Public Education Information Management System 28
- The Texas Education Agency 28
- Education service centers 30

Goal 5:
School finance 31
Funding of public education 31
The Permanent School Fund 31

Goal 6:
Parent and community involvement 34
Parental participation in discipline management plance 34
Notification of parents regarding students' failing grades 34

Goal 7:
Innovation 35
Distance learning 35

Goal 8:
Communications 36
The annual performance report 36
TEA-NET Electronic Communications Network 36
Future Tasks of the State Board of Education 38

Appendix I:
Highlights of the Chronology of Education Reform 39

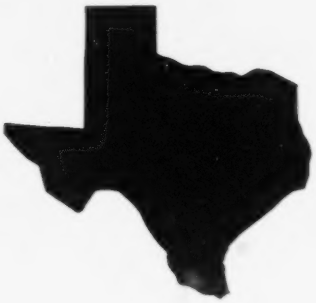
Appendix II:
Public Education Program Budget, 1986-87 41

Appendix III:
Texas Education Agency Operating Budget, 1986-87 45

Texas Education Agency Staff for this Publication 48

Publication Information 48

Mission of Public Education in Texas



Texas is moving toward the 21st century amid a period of dramatic change in the economic conditions of both the state and the nation. The educational system of the state is responsible for preparing our children to live and work in this changing future.

All students need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. All students will acquire a knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage including its multicultural richness. To the full extent of their individual abilities, students will be provided the opportunity to develop the ability to think logically, independently, and creatively and to communicate effectively.

Educating our children to be productive in a changing future necessitates an excellent educational system. A system that can accomplish this mission must be characterized by quality, equity, and accountability. Instruction must be provided at the highest levels of *quality*. Educational opportunities and resources must be distributed with *equity* for all students. The educational system must maintain *accountability* for demonstrated results and continuous improvement. Such a system will have the vitality to prepare our children for the changes and the challenges of the future, a future which will belong to the educated.

GOAL 1

Student performance: All students will be expected to meet or exceed educational performance standards.

OBJECTIVES

1-1
Set increasingly challenging expectations for academic performance by all students in the public schools, measure student learning, and report performance results.

1-2
Close the achievement gap between educationally disadvantaged students and other populations.

1-3
Support priority funding for prekindergarten, kindergarten, and the elementary grades.

1-4
Improve student skills in thinking critically and solving problems.

1-5
Recognize outstanding achievement by students and improved academic performance by campus.

1-6
Establish programs to reduce the dropout rate and encourage higher attendance.

GOAL 2

Curriculum: A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

OBJECTIVES

2-1
Review and revise the state curriculum on a scheduled basis.

2-2
Encourage programs to develop students' citizenship skills and interpersonal effectiveness.

2-3
Encourage the development of self-esteem, respect for others, and responsible behavior.

2-4
Develop methods to accurately identify and assist the slower learner.

2-5
Provide for the expansion and enrichment for students whose mastery of the essential elements of the curriculum is substantially above grade level.

2-6
Coordinate statewide testing, textbooks, and instructional materials with the state curriculum.

GOAL 3

Teachers and teaching: Qualified and effective teachers will be attracted and retained.

OBJECTIVES

3-1
Set standards for the teaching profession and ensure that all teachers demonstrate competence in basic skills.

3-2
Refine and support a compensation and career development system that offers advancement in teaching.

3-3
Improve working conditions of teachers by ensuring orderly learning environments, adequate time for planning and preparation, and a reduction in paperwork.

3-4
Provide methods and techniques of instruction to meet students' varying abilities and learning styles.

3-5
Develop effective methods for recruiting teachers to meet identified needs.

3-6
Develop and implement methods to enhance the public's perception of teachers and the public schools.

GOAL 4

Organization and management: The organization and management of all levels of the educational system will be productive, efficient, and accountable.

OBJECTIVES

4-1
Review and redefine the responsibilities of the State Board of Education, the Central Education Agency, and regional education service centers, and reorganize to fulfill the mission of the public education system.

4-2
Improve the statewide accreditation process by using a performance-based accountability and evaluation system and attend, on a priority basis, to those districts most in need of regulatory attention.

4-3
Ensure that all certified public school administrators demonstrate competency in instructional leadership and management.

4-4
Ensure that the training of school board members and professional administrators strengthens their abilities to direct the educational process.

4-5
Establish a continuous, statewide educational planning process.

4-6
Institute a statewide information delivery and retrieval system.

4-7
Recruit qualified staffs that reflect as nearly as possible the ethnic composition of the state as a whole.

4-8
Strengthen coordination between the Central Education Agency and other state agencies, colleges and universities, employment training programs, and the private sector.

4-9
Plan to increase local responsibility for quality educational programs.

4-10
Investigate and implement methods to improve the ability of small districts to use funds efficiently and to deliver a well-balanced curriculum of high quality to all students.

GOAL 5

Finance: The financing of public education will be equitable to all students in the state.

OBJECTIVES

5-1
Develop a management and financial reporting system that will provide meaningful and timely information at the state, district, and campus levels.

5-2
Identify price differentials in program and service costs among districts on a continuous basis.

5-3
Monitor equalization and equity in the distribution of funds and relate program effectiveness and student progress to costs.

5-4
Analyze and evaluate all funding sources on a continuing basis.

5-5
Analyze the financial impact of the education reform movement, and estimate education costs for the 1985-95 period.

5-6
Strengthen the accountability process, including accreditation and audit processes, selected management audits, and a periodic review of costs by campus, if needed, to ensure adequate student progress.

5-7
Administer and manage the Permanent School Fund for the optimum use and benefit of public school students and public education.

GOAL 6

Parent and community involvement: Parents and other members of the community will be partners in the improvement of schools.

OBJECTIVES

6-1
Improve parental involvement.

6-2
Increase communication between teachers and parents regarding the academic performance and development of students.

6-3
Provide educational programs that strengthen parenting skills and help parents to provide educational assistance to their children.

6-4
Develop mutually beneficial partnerships between schools and community entities.

6-5
Initiate and develop a long-range plan for adult and community education.

GOAL 7

Innovation: The instructional program will be continually improved by the development and use of more effective methods.

OBJECTIVES

7-1
Investigate new technologies which improve student performance, strengthen the curriculum, and achieve educational goals.

7-2
Develop demonstration programs for new instructional arrangements and management techniques.

7-3
Institute an information exchange that collects and disseminates data about advancements in education and systematically obtains advice about current practices and results from representatives of educational organizations, research groups, and schools.

7-4
Develop a comprehensive, coordinated plan for a statewide educational research effort aimed at improving all facets of public education.

GOAL 8

Communications: Communications among all public education interests will be consistent, timely, and effective.

OBJECTIVES

8-1
Communicate state education policies, needs, and performance to the Governor, the Legislature, students, parents, teachers, school administrators, and the public.

8-2
Reflect school district differences such as size, socioeconomics, urban and suburban factors, and community characteristics in reporting educational performance.

8-3
Provide the media with accurate information on a timely basis.

8-4
Determine public perceptions of local schools and provide information about developments and achievements in the public school system.

8-5
Increase the public's awareness that Texas' economic base has changed dramatically and that as a consequence, students need to succeed in school if they are to have an opportunity later to achieve economic success.

Summary of House Bill 72

The Texas Legislature, meeting in a special summer session in 1984, enacted sweeping reforms of the state's public education system in legislation commonly referred to as House Bill 72. The passage of this landmark legislation, which revamped virtually every aspect of public schooling in Texas, grew out of the actions of the 68th Texas Legislature the previous year.

As the 1983 regular session came to a close, the Texas Legislature adopted House Resolution 275, which established a special 22-member committee to "study the issues and continuing concerns relating to public education in Texas." The governor appointed members to the Select Committee on Public Education in June 1983 and named Dallas businessman H. Ross Perot as chairman. The committee was comprised of statewide elected officials, legislators, members of the State Board of Education and local school boards, educators, civic and community leaders, and businessmen.

Over the next 10 months, the Select Committee studied public education intensely and held public hearings in all corners of the state to gather testimony from parents, teachers, administrators, and local school board members as well as nationally-recognized consultants. In April 1984, the committee presented its recommendations to the governor, who called a special session of the Legislature for the purpose of adopting and funding the recommendations of the committee.

Most of the Select Committee recommendations, many of them tempered by compromises, were incorporated into the resulting education reform bill known as House Bill 72. This measure significantly changed practically every aspect of public education in Texas. Some of House Bill 72's major provisions include:

- Changing, for a four-year period, the 27-member elected State Board of Education to a 15-member panel appointed by the governor. The State Board will become a 15-member panel elected by district in the November 1988 general election with members taking office in January 1989.
- Revising the state funding system to distribute more state funds to property-poor school districts and to provide for better equity among school districts across the state.
- Requiring all currently certified teachers and administrators to pass a basic skills test in reading and writing by June 30, 1986, to be eligible for public school employment in the 1986-87 school year.
- Requiring high school students to pass an exam in English language arts and mathematics before receiving a diploma.
- Mandating that students in all odd-numbered grades be

tested on minimum skills.

- Directing the new State Board of Education to devise statewide systems for on-the-job appraisals of teachers and administrators.
- Establishing a four-level career ladder system to reward outstanding teachers with annual pay bonuses.
- Establishing a prekindergarten program for disadvantaged and limited English proficient four-year-olds and an eight-week, language intensive summer program for limited English proficient children entering kindergarten or the first grade.
- Reducing class sizes in kindergarten through second grade to a maximum of 22 students per class beginning in the 1985-86 school year and extending the 22-student limit to the third and fourth grades beginning in 1988-89.
- Setting a statewide passing standard of 70 (on a scale of 100) and prohibiting social promotion.
- Initiating the "no-pass/no-play" rule that requires students to pass all their courses (exemptions may be provided for honors or advanced courses) during a six-weeks grading period to be eligible to participate in extracurricular activities during the next grading period.
- Denying a student credit if he or she accumulates more than five unexcused absences per semester in any course.
- Directing the State Board to set long-range goals and objectives and to adopt a four-year master plan for public education.
- Providing an across-the-board pay raise for teachers, including raising the minimum beginning annual salary for a first-year teacher from $11,000 to $15,200, and compressing the salary scale to allow for more rapid advancement. A classroom teacher with a master's degree at the highest step of the pay scale earns a minimum of $25,460 a year.
- Giving teachers a 45-minute planning period during the school day.

The State Board of Education And Its Committees

The year 1984 marked more than a quarter century since Texas took major strides toward a modern educational system with the passage of the Gilmer-Aikin laws. That legislation established the Foundation School Program and placed the state's responsibility for public schools in an elected State Board of Education, a commissioner of education appointed by the Board and a new state education agency.

In the summer of 1984, House Bill 72 was adopted in a special legislative session following a year of study and statewide public hearings by the Select Committee on Public Education. House Bill 72 abolished the existing 27-member elected State Board of Education and directed the governor, with the assistance of the Legislative Education Board, to appoint a 15-member transitional State Board of Education from 15 equally populated districts in Texas.

Under present law, the terms of the governor's appointees will expire on January 1, 1989, when their positions will be filled by 15 members elected at the general election of November 1988. Seven of the members elected at that time will serve two-year terms expiring January 1, 1991, and eight members will serve four-year terms expiring January 1, 1993. Subsequent Board members also will be elected.

The State Board of Education adopts rules and establishes policies dealing with the state's public education system and has a broad array of authority over the elementary and secondary school system, certain adult education programs and community education.

As the governing body for the Texas Education Agency, the State Board of Education appoints the state commissioner of education and approves the organizational plan of the Agency. The commissioner, in turn, supervises administration of the Agency and also serves as executive officer of the State Board of Education.

With the advice and assistance of the commissioner of education, the Board formulates proposed budgets and oversees the administration of state appropriations for operating the Foundation School Program, the Texas Education Agency and the other programs for which the Board has responsibility. The Board establishes goals for the public school system and adopts and promotes four-year plans for meeting those goals.

As part of its effort to assure the best possible education for public school students, the Board designates and mandates instruction in what are termed the "essential elements of a well-balanced curriculum." The Board requires evidence that the essential elements are being taught as a condition for continued school district accreditation. The Board also establishes rules for the operation of programs to meet the special needs of students in such areas as bilingual, vocational, compensatory and special education.

Students in all odd-numbered grades are required to take assessment tests that measure basic skills in reading, writing and mathematics. In addition, students must pass an exit-level test in mathematics and English language arts as a condition for receiving a high school diploma. The State Board of Education approves these assessment tests and determines the passing scores for the tests.

The Board approves minimum standards for the education of teachers and adopts rules for certification of teachers, administrators and other professional personnel customarily employed in public schools. Examinations for testing students who want to enroll in teacher education programs, for testing teacher candidates before they receive state certification and for continuing the certification of currently certified teachers and administrators have also been adopted by the Board. Further, an appraisal system to evaluate the classroom performance of teachers has been developed, and plans are underway to develop a system for the appraisal of administrators.

In its other activities, the Board oversees investment of the Permanent School Fund, reviews and adopts textbooks for use in the public schools, approves school district vocational programs in its role as the State Board of Vocational Education, and adopts regulations and standards for operation of adult education programs provided by public school districts and junior colleges.

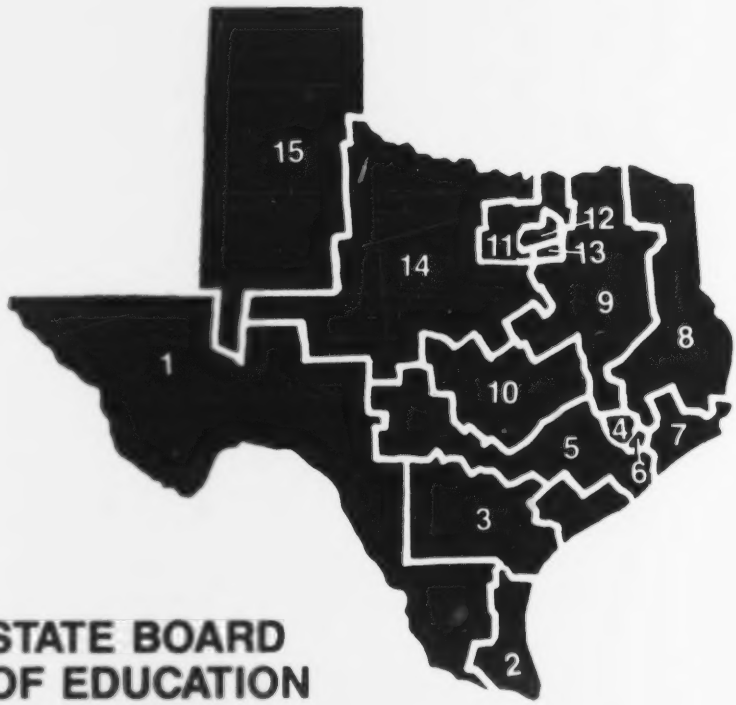
The Board is required to meet on the second Saturday of January, March, May, July, September and November. The Board also schedules meetings in other months as needed. During 1985 and 1986, the Board met every month except August and

December. Meetings usually are held in Board facilities in the William B. Travis State Office Building in Austin. On occasion, the Board holds meetings in other Texas cities to give citizens in other areas of the state a better opportunity to attend Board meetings. Board members also take advantage of the meetings outside Austin to visit local school districts and education service centers. The State Board met in Brownsville in October 1985 and San Antonio in October 1986.

Although policy decisions are made by the full Board at its mandated or called meetings, much of the detailed preliminary work is completed in committee sessions usually held on the Friday preceding each Board meeting. Here, members of four standing committees—Finance and Programs, Students, Personnel, and Long-Range Planning—consider items in the Board's scheduled agenda and review staff progress reports of work underway, proposals for new programs and suggestions for improving current efforts.

Responsibility for the preliminary work in areas including school finance, investment of the Permanent School Fund, vocational education programs, textbook distribution and Texas Education Agency administration rests with the Committee for Finance and Programs. The Committee for Students has responsibility in areas including instructional programs, textbook content, curriculum, student testing, alternatives to social promotion, discipline management, the 'no-pass/no-play' rule and other extracurricular activity rules. The Committee for Personnel is responsible for areas such as teacher testing, the teacher and administrator appraisal systems, teacher certification, the career ladder and standards for teacher training in colleges of education. The Committee for Long-Range Planning has responsibility for areas including the long-range plan for public education, the accreditation system and education service centers.

Approximately one week before each meeting, copies of the preliminary Board agenda are made available in the 20 regional education service centers located throughout the state. A list of agenda items is published in the Texas Register. The final agenda is available to the public and the news media at Board meetings.



STATE BOARD OF EDUCATION DISTRICTS

Implementation of Education Reform

The State Board of Education was appointed by the governor in the early fall of 1984. While the Legislature had set down education law in House Bill 72, it was the responsibility of the State Board to adopt rules and guide the other activities required for implementation of the law in local school districts.

Since its first meeting in October 1984 through its November 1986 meeting, the Board has adopted some 400 rules and established through other means additional policies that affect the state's public education system. Virtually all these rules and policies play a part in reaching House Bill 72's goal of improved education for the schoolchildren of Texas.

One of the most important provisions of House Bill 72 directed the State Board of Education to "establish goals for the public school system, and adopt and promote four-year plans for meeting these needs and goals." The first step in this comprehensive planning process was the adoption of a statement of long-range goals and objectives for public education. After many months of work by the Committee for Long-Range Planning, this statement was adopted by the Board in October 1985.

The second step was the development of a system-wide long-range plan designed to accomplish the Board's goals and objectives. Under the direction of the Board and the Committee, Texas Education Agency staff met with nationally recognized educational and financial experts to construct activities that would accomplish, over a period of years, the Board's goals and objectives for improving the public education system of Texas. The resulting Long-Range Plan for Public Education in Texas, adopted by the Board in January 1987, includes scores of specific activities assigned to the various departments of the Agency; regional and local actions to be taken by education service centers, local school districts, colleges and universities; and a call to the public at large to participate in improving Texas public education.

In addition to the development of the Long-Range Plan, the Board has worked throughout the past two years to fulfill the mandates of House Bill 72 and other reform legislation. The scope of the law prevents discussion in this publication of the implementation of every provision. Highlights of the implementation of some of the most significant reforms, presented as they relate to the Board's long-range goals and objectives, follow in this report.

GOAL 1

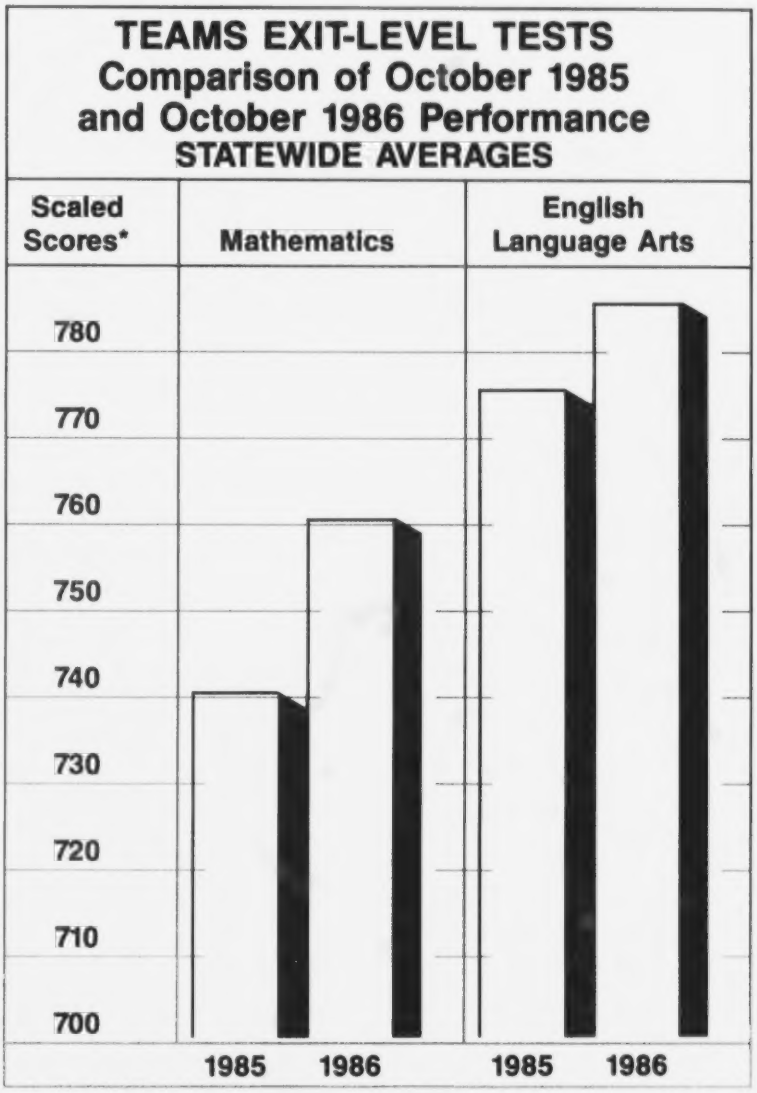
Student performance: All students will be expected to meet or exceed educational performance standards.

The TEAMS tests

The improvement of student achievement is the basic goal of every provision of House Bill 72. To help gauge student performance, the law requires basic skills testing of students in each odd-numbered grade. Moreover, a passing grade on an exit-level test, administered beginning in the eleventh grade, is required before a student can receive a high school diploma.

The State Board of Education is responsible for overseeing the development of these basic skills tests. Based upon the recommendations of its Committee for Students, the Board awarded a contract in the spring of 1985 for development of the Texas Educational Assessment of Minimum Skills (TEAMS). The Board approved test items for the TEAMS exams, which measure reading, writing and mathematics skills of students in grades 1, 3, 5, 7, 9 and 11. In addition to English-language TEAMS tests, the Board has approved Spanish-language TEAMS tests for first and third grades. It is intended that the results of the TEAMS tests for students at all grade levels be used to identify and remediate academic weaknesses.

The TEAMS exit-level tests (graduation exams) were given for the first time in October 1985 to approximately 191,000 eleventh graders. Eighty-eight percent of those students passed the math section of the test; 91 percent passed the English language arts section; and 85 percent passed both sections. When these TEAMS test results



*A statistical procedure allowing test scores to be compared from year to year

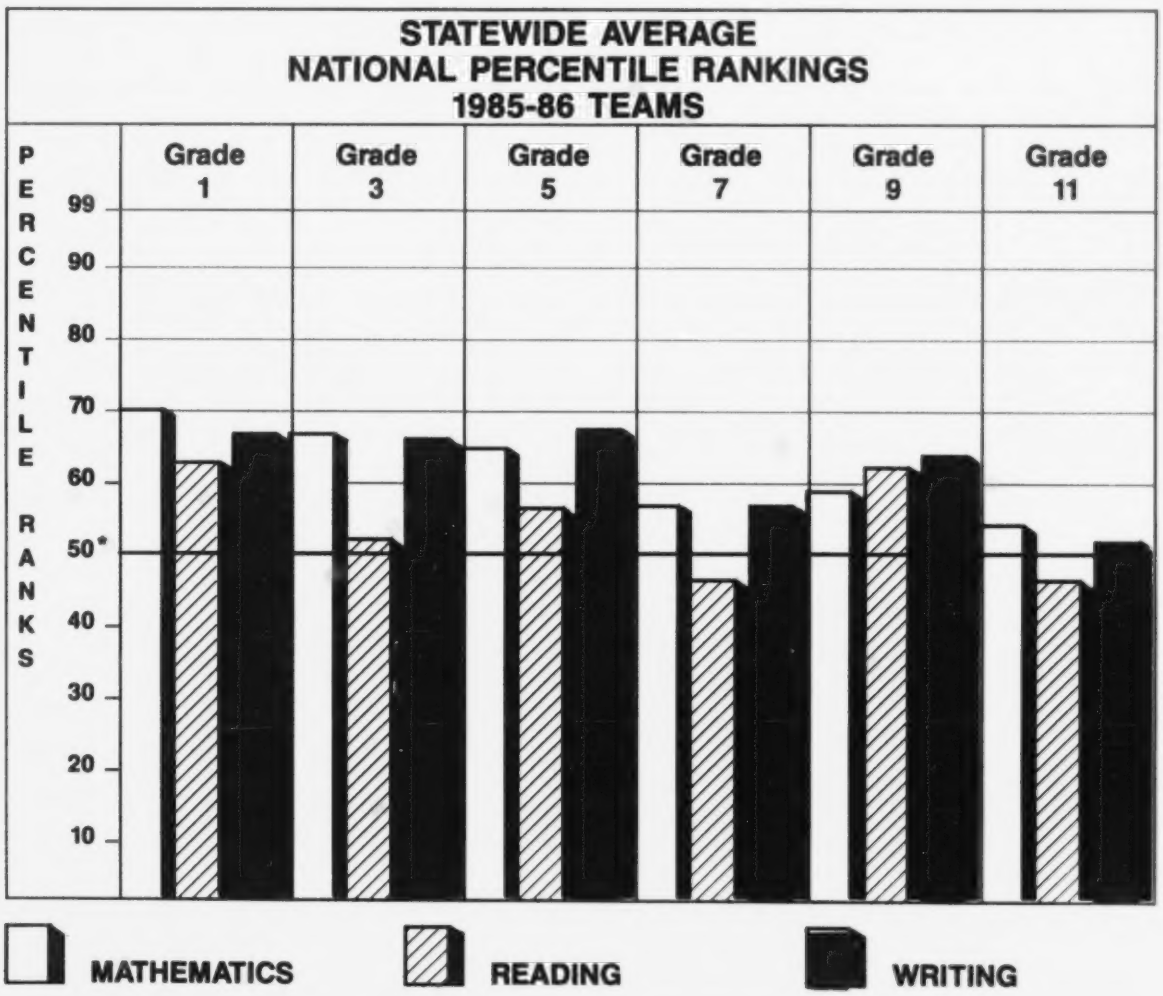
Eleventh graders' scores on the TEAMS exit level tests improved by 20 points in mathematics and by 10 points in English language arts from 1985 to 1986

were equated with national norms—also a requirement of House Bill 72—Texas students ranked in the 53rd percentile in mathematics, in the 50th percentile in writing and in the 46th percentile in reading. This indicates that Texas eleventh graders are performing at about the national average when compared to students in other states.

Students who failed either section of the TEAMS test or who did not have the opportunity to take the test in October were given another opportunity to pass the test in May 1986. Of the retested students, 54 percent passed the math section and 54 percent passed the English language arts section. This means more than half the students who failed in October were able to demonstrate mastery of reading, writing and math just seven months later. The Board believes, consequently, that the mandatory remedial help provided to students who fail the TEAMS test provides valuable academic assistance.

The test was given for the second time to eleventh graders who comprise the graduating class of 1988 in October 1986. Results indicated a definite trend of improvement over the previous class's performance. Average scores on the math section rose from 740 in 1985 to 760 in 1986 while average scores on the English language arts section rose from 775 to 785. National percentile rankings also improved significantly in math (from the 53rd to the 64th percentile) and in writing (from the 50th to the 56th percentile), while the reading percentile remained stable at 46.

Although improvements



*Represents average achievement level of students nationwide

have been noted in student performance on the exit-level exam from one administration to the next, many students still are unable to demonstrate mastery of basic reading, writing and mathematics skills in order to pass the test and receive a diploma. The Board will not be satisfied with improvements in TEAMS results until significantly higher percentages of students can pass the exit-level exam.

Gains were posted from 1985 to 1986 in virtually all categories of school districts, with the largest gains shown in districts with the highest percentages of disadvantaged and minority students. Although poor and minority students continue to score lower on the reading, writing and math tests than other students, their scores are improving at faster rates.

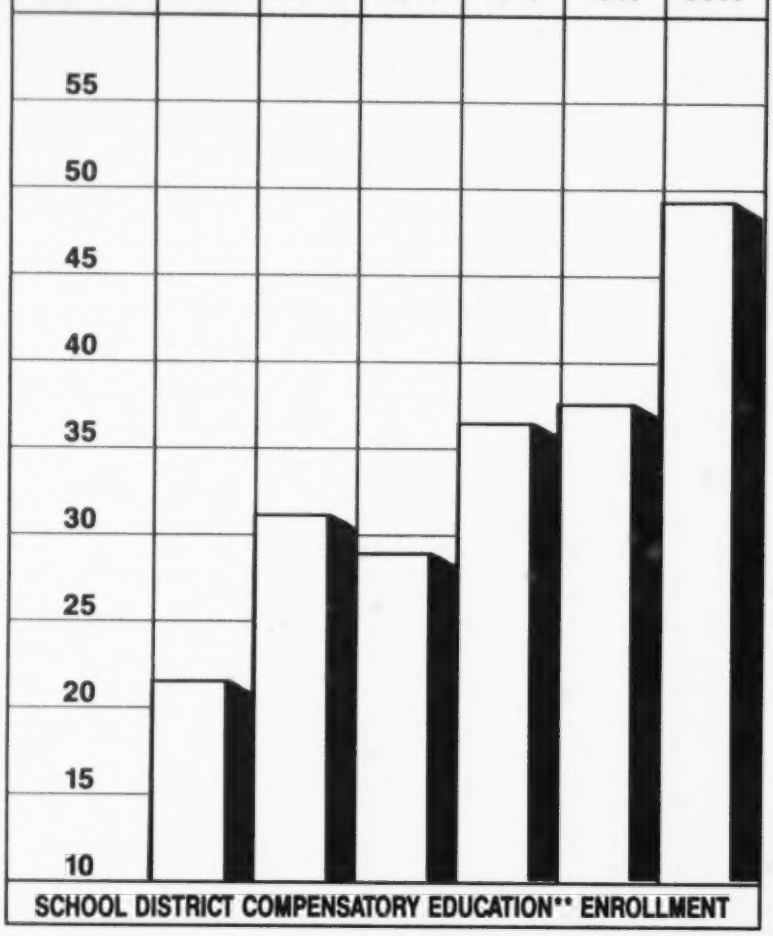
Students in the state's 99 poorest school districts gained 26 points in average math scores and 14 points in average English language arts scores. The combined gain of 40 points in poor districts was the largest gain shown among school districts of varying wealth.

In school districts with the greatest number of disadvantaged students (80 percent or more in compensatory education programs), test scores improved by 49 points from 1985 to 1986, whereas districts with less than 20 percent of students in compensatory education posted gains of 21 points. Students in school districts with 75 percent or more minority enrollment showed gains of 38 points in combined test scores from 1985 to 1986 compared to a gain of 29 points in districts with less than 10 percent minority enrollment.

A slightly smaller percentage of students passed both sections of the test in October 1986 than in 1985—83 percent compared to 85 percent. This very slight decline can be attributed to the fact that the passing standard was raised for each section of the test. The class of 1987 was required to correctly answer at least 36 of 72 math questions and 45 of 72 English language

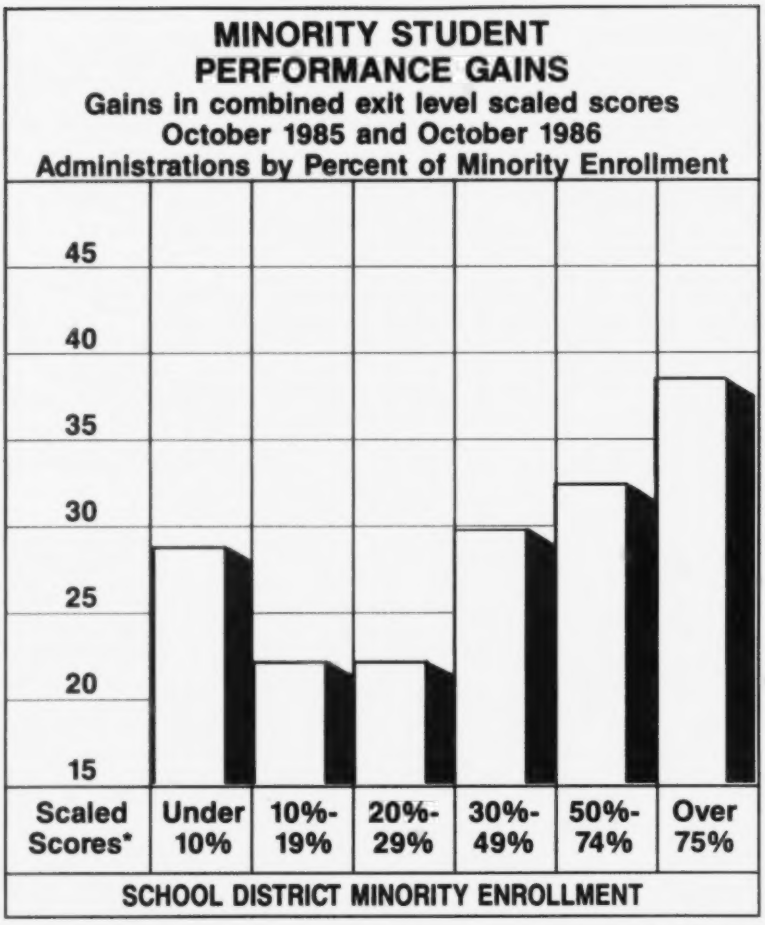
DISADVANTAGED STUDENT PERFORMANCE GAINS

Combined gains in performance of disadvantaged students, October 1985 and October 1986 administrations.



*Combined mathematics and English language arts gains (in number of scaled score points)

**Compensatory education funds are allotted based on the number of students eligible for the federal free or reduced price lunch program. Eligibility is determined by family size and income in relation to the federal government's determination of poverty level.



*Combined mathematics and English language arts gains (in number of scaled score points)

Students in school districts with the largest percentages of disadvantaged students showed the greatest improvements in TEAMS scores from 1985 to 1986.

arts questions to pass the test. The class of 1988 was required to correctly answer a minimum of 39 math questions and 50 English questions. The State Board plans to review passing standards for all the TEAMS tests on a regular basis.

Students have at least four opportunities—twice in their junior year and twice in their senior year—to pass the TEAMS exit-level test.

"No-pass/no-play" rule

One of the most highly publicized provisions of House Bill 72 is what came to be known as the "no-pass/no-play" rule. This provision requires students to earn a passing grade in all their courses in order to be allowed to participate in extracurricular activities during the next grading period. As House Bill 72 permits, the State Board of Education allows campus principals to exempt from the rule certain honors classes in English language arts, foreign languages, social studies, fine arts, mathematics and science. By exempting students in advanced or honors courses from the no-pass/no-play rule, the Board believes students will not be discouraged from taking more challenging courses.

When the no-pass/no-play rule first went into effect in the spring semester of 1984-85 school year, several lawsuits were filed to prevent the state from prohibiting students from participating in certain athletic events, contests, agricultural shows and so forth. The Texas Supreme Court eventually found the rule constitutional, and its decision was allowed to stand by the U.S. Supreme Court.

Statistics show that 32 percent of students in grades 7-12 failed one or more courses in the third six weeks grading period of 1985. Eighteen percent of students who participated in extracurricular activities failed one or more courses during that same grading period. Reports from many school districts indicate that the rule is having its intended effect of encouraging students to concentrate first and foremost on academics.

The rule is serving as an incentive to many students. The Board recognizes that other students with special learning needs may have difficulty achieving a grade of at least 70 in order to participate in extracurricular activities. Special instructional support must be provided to these students, such as remedial programs, tutorials, motivational counseling and small group instruction. The need for such support is recognized in the Board's Long-Range Plan for Public

Education. Under the plan, both the Texas Education Agency and local districts will make further efforts to encourage and assist these students.

The State Board has adopted other rules required by House Bill 72 to help ensure that extracurricular activities do not interfere with the academic instruction of students. For example, practices for athletic events or other extracurricular activities are limited to a maximum of eight hours per school week. Only one contest or performance per each extracurricular activity is allowed in one week. Students may not be absent from class for non-instructional activities more than 10 times each school year. Students may not receive credit for a course or grade if they have more than five unexcused absences per semester in secondary grades or more than 10 unexcused absences per year in the elementary grades. All these provisions are aimed at emphasizing the importance of academic study.

Reduced class sizes

Testimony presented to the Select Committee on Public Education indicated that children in the early grades benefited academically from the individualized instruction made possible by smaller class sizes. To enhance a child's ability to learn in the crucial early grades, House Bill 72 set a class size limit of 22 students in kindergarten and first and second grades. This limit is to extend to the third and fourth grades beginning in the 1988-89 school year. Texas teachers say the smaller class sizes have resulted in more productive learning environments for their students.

House Bill 72 allowed the commissioner of education to grant an exception to the class size limitation if "the limits work an undue hardship on the district." In implementing this provision, the Board authorized the commissioner to consider two criteria in granting waivers—a lack of available teachers and a lack of available classroom space. Board rules state that school districts that receive waivers should be in full compliance with the class size limitations within three years.

Some 350 school districts were granted waivers in the 1985-86 school year, the majority of those on the basis of lack of facilities.

Bilingual education

Bilingual education—instruction in both English and a student's primary language other than English—was mandated by the Legislature beginning in the 1974-75 school year. A decade later, House Bill 72 increased funding for bilingual education from approximately $7 million to $37 million in 1986-87 and mandated new programs to further assist students in becoming proficient in English. Because research indicates that children who are assisted in overcoming learning impairments at a very young age greatly increase their chances of academic success, House Bill 72 established two new programs aimed at helping young children get an early start in becoming proficient in English.

A prekindergarten program was established for four-year-old children who are either unable to speak and comprehend English or who come from financially disadvantaged families (as determined by eligibility for the federal free or reduced-price lunch program). Prekindergarten is designed as an intensive language development program. At the direction of the State Board of Education, essential elements were developed for this half-day program that stress the development of communication and cognitive skills along with motor development, social and emotional development and fine arts. State Board rules allow no more than 22 students per class in prekindergarten.

Parents have the option of whether to enroll their children in prekindergarten. A school district must offer a prekindergarten program if it identifies 15 or more eligible children in the district; however, the commissioner may grant waivers to districts where adequate facilities for the program are unavailable. A school district receiving a prekindergarten waiver must submit a plan showing the steps it will take to provide adequate facilities to accommodate a prekindergarten program.

The second program initiated by House Bill 72 for young children is an eight-week, language-intensive summer program for four, five and six-year-olds. The summer program is open to children of limited English proficiency who will be eligible for admission into kindergarten or first grade at the beginning of the next school year. Like the prekindergarten program, enrollment in the language-intensive summer program is optional with the parent. School districts that are required to offer bilingual education or English as a Second Language programs and that identify 10 eligible children are also required to offer the summer program on a half-day basis, with no more than 18 students in each class.

In addition to passing rules to implement prekindergarten and the summer program, the State Board of Education took other steps to enhance the educational opportunities provided to children of limited English proficiency. Technical assistance to school districts has been increased. A bilingual handbook was developed to assist school districts in establishing instructional designs and instructional placements for the limited English proficient student. Following a pilot study in the spring of 1986, the Board approved a Spanish-language TEAMS test for first graders. The Board also adopted a rule to allow children to be tested in the Texas Educational Assessment of Minimum Skills program in Spanish during the first or third grade. The results of these TEAMS tests are intended to serve as diagnostic tools to gauge students' remedial needs. Efforts to improve bilingual education in Texas schools also

included a pilot study, conducted by the Texas Education Agency, of student achievement and instructional practices in local bilingual programs. The pilot study will form the basis for a statewide evaluation of bilingual education programs.

Compensatory education

Compensatory, or remedial, education provides instruction in identified areas of deficiency and additional time on task to enable a student to master the essential elements for a course or subject area. House Bill 72 increased the appropriation for compensatory education from approximately $50 million to more than $300 million a year to finance a greatly enhanced effort to provide remedial assistance to students.

Results of TEAMS tests are viewed as key indicators to determine a student's need for compensatory education. School districts are required to offer remedial programs for students who fail to meet the minimum passing standards established by the State Board of Education on any section of TEAMS exams.

The types of remedial programs provided to students are left up to local school districts; however, the Texas Education Agency provides technical assistance to districts in establishing compensatory programs. Guides for teachers were disseminated to assist them in meeting the varied instructional needs of their students. Other teacher's guides focused on mathematics instruction and on strategies to incorporate reading into the content areas of science and social studies to help build the reading skills of students. Additional technical assistance documents helped school districts implement compensatory programs and suggested ways that parents can help their children be more successful in school.

Special education

More than 370,000 handicapped students ranging in age from infancy to 21 years were served in special education programs in Texas public schools during the 1985-86 school year. Education reform efforts over the past several years have enhanced learning opportunities for handicapped students by encouraging school districts to instruct special education students in the same curriculum as other students, with modifications if necessary. Handicapped children are required to be served in the "least restrictive environment." House Bill 72 specifically required all learning disabled students to be considered for placement in other programs before being referred to special education. The State Board of Education expanded upon that directive by requiring the same consideration for all handicapped students. A wide variety of placement options including regular and self-contained classrooms, homebound programs, community centers and residential schools are available to serve the specific needs of children with different handicapping conditions.

The State Board of Education has sought to increase the coordination between regular and special education programs over the past two years. Teachers in both programs now work more closely together to enable regular program teachers to better serve special education students who are mainstreamed into regular classrooms.

The goal of the special education program is to help each child reach his or her potential. At the end of the 1985-86 school year, almost 4,000 special education students graduated from high school through the regular academic program while more than 5,000 graduated through special curriculum. State Board rules provide for services to handicapped children through age 21.

Dropout reduction

House Bill 72 required the State Board of Education to take steps to reduce the dropout rate—a goal that also receives high priority in the Board's Long-

Range Plan. As a starting point for those efforts, the legislation required a study of school dropouts to be conducted by the Texas Department of Community Affairs in cooperation with the Texas Education Agency. That study was completed and its results released in the fall of 1986.

The study found that students drop out of school for many different reasons. It estimated that 35 percent of Texas students leave school before receiving a diploma and indicated the dropout rate is higher among Hispanics and blacks than among white students. The study also identified the lack of consistent, reliable methods for defining and counting school dropouts as a major stumbling block in fighting the problem.

The TDCA study is viewed as the initial step in overcoming the dropout problem in Texas. The next step was taken in the fall of 1986 when the State Board authorized the Texas Education Agency to contract for a follow-up study and to create a task force on dropout reduction. The follow-up study will produce a standard definition of school dropout and will develop a uniform accounting system to be used by all school districts in determining how many students actually leave school without receiving a diploma. This will greatly enhance efforts to identify at-risk students. The task force also will seek to identify successful dropout prevention programs across the state and to disseminate information about these programs to all school districts.

School-age pregnancy prevention

Further efforts to reduce the dropout rate were taken in July 1986 when the State Board of Education adopted a plan of action that emphasizes the responsibilities of parenthood as factors in students' choice to leave school early and targets reductions in the rate of school-age pregnancy. Entitled "Education in Self Responsibility," the plan charges the Texas Education Agency with:

- Emphasizing prevention aspects of school-age pregnancy through curriculum in social studies, health, physical education, science and vocational education focusing on personal decision making and responsibility;
- Collaborating with organizations and other agencies in the identification of high-risk students;
- Serving as a clearinghouse for districts to disseminate information about community resources;
- Developing and disseminating a kindergarten-grade 12 technical assistance publication focusing on the teaching of self responsibility and decision making;
- Providing technical assistance to local education agencies, upon request, in the development and implementation of resources for curriculum that focuses on the roles of decision making and personal responsibility in the prevention of school-age pregnancy;
- Organizing and conducting a statewide conference in Austin in February 1987 as the launching point for providing positive leadership in the implementation of the teenage pregnancy prevention program, "Education for Self Responsibility."

GOAL 2

Curriculum: A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

House Bill 246, passed in 1981, specified 12 subject areas in requiring a uniform curriculum to be taught in all Texas public schools in order to help ensure that students across the state are given the opportunity to study the same essential elements of every subject at every grade level. These requirements for teaching the "essential elements" were phased in over a period of several years and were fully implemented in the 1985-86 school year, coinciding with the implementation of the provisions of House Bill 72.

House Bill 72, while leaving the curriculum provisions of HB 246 intact, mandated some new programs (such as prekindergarten) requiring state curriculum guidelines. In addition, House Bill 72's requirement for testing students in reading, writing and mathematics in all odd-numbered grades necessitated additional guidance to local school districts from the Texas Education Agency's curriculum development staff in those subject areas. Workshops were held across the state to familiarize school district personnel with new essential elements and to provide guidance to districts in devising their own curriculum guides based on the state's essential elements. In the fall of 1986, all State Board of Education rules dealing with curriculum were updated, compiled, published and distributed to local school districts.

Statewide passing standard/social promotion

Prior to the passage of House Bill 72, a wide array of grading policies existed among the school districts in the state. Some school districts set the grade of 70 as the minimum passing standard, while others set the standard above or below that mark. Because of this lack of consistency in grading among districts—and even among campuses within a single school district—House Bill 72 set the grade of 70 as the minimum passing standard and mandated a uniform, statewide system of reporting grades. This system was effective at the beginning of the 1985-86 school year as follows:

90 – 100 = A
80 – 89 = B
75 – 79 = C
70 – 74 = D
69 and below = failing

A State Board of Education rule adopted in the summer of 1986 requires each school district to draft its own policy on grading and promotion to ensure consistency from campus to campus. The rule also requires that the grade of 70 be based on the requisite essential elements necessary to ensure success at the next grade level. By specifically relating the passing grade to a student's ability to succeed in the next grade level, the Board's rule complies with House Bill 72's prohibition against "social promotion," the practice of promoting a student from one grade to the next for social rather than academic reasons. The adoption of the rule followed a series of public hearings, meetings with school districts and lengthy Board deliberations aimed at developing a clear and consistent policy on grading and promotion.

In taking steps to eliminate social promotion, the State Board of Education realized that alternatives must be provided for those students who cannot meet the requirements for promotion. The rule adopted in the summer

of 1986 requires districts to develop policies that describe the alternative programs they deem appropriate for students who are unable to be promoted. These alternatives could include retention in a grade, special tutoring, separate remedial classes or a myriad of other programs designed to help ensure the academic success of the student. School districts are held accountable through the accreditation monitoring process for the success of their alternative programs. Districts also are required to report to the parents of students placed in alternative programs the actual functional level of the child.

Gifted education

State funds were first made available in 1979 for local school programs for the gifted. Since the initial appropriation of $2 million in the 1979-80 school year, legislative changes in 1984 and 1985 brought about increases in funding and developmental efforts for gifted education. In the 1985-86 school year, 447 of the state's 1,075 school districts were operating gifted programs approved by the State Board of Education. A total of $6.9 million in state funds was appropriated for the programs.

A law passed in 1985 allowed state funds to be used to cover administrative expenses involved in developing new programs for the gifted. School districts that receive developmental program funding must begin operating gifted programs within one year.

The State Board of Education is permitted to use 10 percent of the state allocation for the program for special projects aimed at enhancing the education of gifted students. Projects approved by the Board include the Texas Governor's School, a four-week, residential summer program for gifted high school students; the Future Problem Solving Program, designed to enhance critical and analytical thinking skills, oral and written communication skills, and problem solving strategies; the Olympics of the Mind Program, a year-long curriculum project that also includes state and international team competition; and a staff development program designed to assist school districts interested in developing programs for gifted students.

The Board also approved the use of $333,000 in federal funds in the 1985-86 school year for four training institutes for teachers of young, disadvantaged, gifted students. Six such institutes were approved for the 1986-87 school year using $460,000 in federal funds. Additionally, $60,000 in federal funds was appropriated in 1985-86 to study the feasibility of the Texas Governor's School and $75,000 in 1986-87 to assist in the school's implementation.

Vocational education

In addition to developing the Long-Range Plan for Texas Public School Education, the State Board has constructed a master plan for vocational education as required by House Bill 72. Following months of work by business and industry leaders, members of the Advisory Council for Technical-Vocational Education, Texas Education Agency staff and members of the State Board's Committee for Finance and Programs, the vocational education master plan was adopted by the Board in January 1987. The plan is designed to redirect vocational education in Texas to provide students with strong academic foundations and

broad occupational skills.

The plan emphasizes the need for strong academic foundations for all students in all grade levels, while maintaining career training as an integral part of the total education process. The plan calls for a flexible curriculum designed to inform students of the wide range of career options open to them. It allows students to enroll in training for specific occupations only in the eleventh and twelfth grades. While aimed at meeting the needs of all students, curriculum in vocational education programs also will be adaptable to special needs of educationally disadvantaged students or those who cannot meet standards for promotion.

The plan calls for school districts to integrate keyboarding and computer literacy into the elementary curriculum over a five-year, phase-in period to give students an early introduction to technological skills.

In grades 7 and 8, the curriculum would continue to stress academics while requiring a one-half credit course in life management skills. This course covers such topics as character development, decision making and problem solving, family and peer relationships, parenting, self-responsibility, nutrition, communication skills and management of resources. The seventh and eighth grade curriculum also allows all students to explore career opportunities.

Courses in grades 9-12 would continue to develop strong academic foundations and provide general work-related skills while offering opportunities for exploration in a number of different occupational fields. Specific occupational training is offered only in grades 11 and 12, reflecting the Board's belief that vocational education must be a supplement to, not a a substitute for, academic skills. The State Board plans to evaluate the appropriateness and continued need for occupationally-specific course offerings at the eleventh grade.

A course entitled "Principles of Technology," offered in grades 11 and 12, provides students the opportunity to apply technical principles of algebra, trigonometry, calculus, biology, chemistry, physics and communications skills in preparation for advanced training at the post-secondary level.

The plan calls for new vocational courses to be drawn from a list of priority occupations developed by the State Board to identify jobs that will be in high demand in the future.

At the post-secondary level, the plan is designed to meet the employment needs of the state for a skilled workforce by providing additional occupational training. It calls for effective partnerships to be forged among education at the secondary and post-secondary levels, business and industry, and governmental agencies at all levels.

The plan also provides for regional planning committees to coordinate education and training programs, services and activities within a region. In addition, leaders from schools at the secondary and post-secondary levels, business, industry, and governmental agencies will examine current and future occupational trends to ensure vocational programs are meeting the Board's goals.

To ensure that the Board's master plan for vocational education is successful, the plan calls for a change in funding which would base allocations for vocational education on the costs of providing instruction under the new plan.

It is expected that the master plan will help ensure that students are trained for jobs that will be in demand in the future and that they will have the necessary skills to continue to learn in preparation for emerging technologies.

In addition to House Bill 72's requirement for the development of a master plan for vocational education, the legislation also transferred authority for post-secondary vocational training programs from the Texas Education Agency to the Coordinating Board, Texas College and University System. Both agencies continue to work closely in providing vocational training opportunities to Texas citizens.

Budget cuts initiated by the Legislature in 1985 prompted other changes in the state's vocational education program. A reduction of more than 30 percent (from $6.1 million to $4.2 million) in the TEA's administrative budget for vocational education necessitated the elimination of 10 vocational education field offices across the state.

GOAL 3

Teachers and teaching: Qualified and effective teachers will be attracted and retained.

The Texas Teacher Appraisal System and the career ladder

In an effort to keep well qualified teachers in the classroom, House Bill 72 set up a system to reward outstanding teachers with salary bonuses based on their performance, experience, job-related education, advanced academic training and job assignments. As teachers participate in advanced training and meet high performance standards, they may advance up the four-level career ladder to earn annual bonuses ranging from a minimum of $1,500 on Level 2 to as much as $6,000 on Level 4. In the 1984-85 school year—the first year the career ladder was implemented—approximately 40 percent of Texas teachers were placed on Level II of the career ladder and received supplements averaging $1,624. Teachers will be eligible for Level 3 beginning in the 1987-88 school year and will be eligible for Level 4 beginning in the 1989-90 school year.

To help determine a teacher's placement on the career ladder, House Bill 72 also called for a uniform, statewide appraisal system to evaluate the classroom performance of teachers. The Texas Teacher Appraisal System, however, has much broader implications that go beyond career ladder considerations. The system is designed to provide thorough, objective appraisals of teaching performance and to help teachers take specific steps to improve any teaching weaknesses. For these reasons, the Board believes the Texas Teacher Appraisal System will have a tremendous impact on improving the quality of teaching in the state's public schools.

The appraisal system is based on a set of observable indicators of good teaching performance. These indicators make up the appraisal instrument, which is used by trained and certified appraisers in evaluating classroom performance. The 72 indicators are grouped under five major areas called domains, which cover planning and evaluation, instructional strategies, classroom management and organization, presentation of subject matter and learning environment. Teachers are appraised twice each school year by each of two certified appraisers, one of whom must be the teacher's supervisor. Teachers also complete a self-appraisal. Finally, a summative conference is held between the teacher and at least one appraiser for a discussion of the appraisal results and any particular strengths or weaknesses noted in the appraisals. The conference is crucial to the teacher's professional growth since it prescribes specific steps to be taken for any necessary improvements in the teacher's classroom teaching abilities.

The State Board of Education began working on the appraisal system in the fall of 1984. Initial work included an examination of many of the existing appraisal systems used in various Texas school districts. Research on teacher appraisal systems across the country also was examined.

Classroom teachers, administrators and other educators were then appointed to the Teacher Appraisal Advisory Committee to provide field-based suggestions for Texas Education Agency staff working with the Board's Committee for Personnel on the statewide appraisal system. One of the advisory committee's first tasks was the review of a job-relatedness survey designed to determine exactly what a teacher should know, or actually be able to do, in order to be effective in the classroom. Each respondent rated a number of items on the survey based on perceptions of observability, frequency and importance. The survey was returned by approximately 17,000 Texas educators. The advisory committee then met in June and August of 1985 to discuss recommendations for procedures to design the appraisal process.

The Committee for Personnel in October 1985 completed its plans for an appraisal instrument to be used in a pilot project involving six Texas school districts. The pilot project included the training of 90 school administrators who served as appraisers of some 1,500 teachers in the six pilot districts. The appraiser trainees underwent a series of six-day training sessions that included videotapes and in-school observations designed to help the appraisers pinpoint strong and weak classroom conduct by teachers.

The appraisal instrument was further refined and distributed for public comment in January 1986. Results of the pilot study and comments received at a public hearing were examined in February 1986 by the Board and Agency staff to determine the reliability of the appraisal instrument, the usability of the appraisal system and the quality of the training program presented to appraisers. Rules to implement the teacher appraisal system received initial Board approval in March 1986 and were given final approval in May 1986.

During the summer of 1986, more than 13,000 administrators and teachers were trained as appraisers. The new appraisal system was implemented in every Texas school district in the fall of 1986. The Board determined that the first appraisal period in the fall was to be a formative appraisal to give teachers and appraisers time to familiarize themselves with the new system. Beginning with the spring appraisals in 1987, the appraisal system is to be used for career ladder purposes.

Members of the State Board of Education are aware of the initial problems that have occurred with the implementation of the appraisal system. Teachers and administrators have expressed several concerns about the appraisal process and the appraisal instrument. The Board believes the appraisal system is an excellent initial effort to establish a uniform method of evaluating classroom performance. At the same time, the Board intends to review the system carefully, to encourage suggestions for improvements from educators, to recommend needed changes to the Legislature, and to make adjustments wherever necessary to ensure that the system remains fair, objective and meaningful. The system will be perfected over the next several years and, over time, will significantly improve the quality of teaching in Texas.

Teacher testing

Teachers and prospective teachers take three different tests. The Pre-Professional Skills Test (P-PST) is given to college sophomores wishing to enter colleges of education. The Examination for the Certification of Educators in Texas (ExCET) is an initial teacher certification test given to graduates of colleges of education, out-of-state teachers, participants in alternative certification programs or certified teachers seeking additional certifications. The Texas Examination of Current Administrators and Teachers (TECAT) was given to more than 200,000 educators as a condition of continued employment. The TECAT will continue to be offered to educators who were not employed in public education during the 1985-86 school year but who were certified prior to February 1, 1986, and wish to keep their certificates current.

The TECAT was one of the most highly publicized provisions

of House Bill 72. The State Board of Education took several steps to ensure that classroom teachers had a voice in the development of the test, as required by House Bill 72. A TECAT Advisory Committee, comprised primarily of educators and including 19 classroom teachers, was consulted throughout the developmental process to help ensure that the TECAT measured the kinds of skills used routinely by teachers. A Bias Review Committee, which included eight teachers, examined each test item for possible minority bias. More than 1,600 teachers responded to a job-relatedness survey while another 850 teachers and administrators participated in item review and standard setting. A field test of the TECAT involved some 4,500 classroom teachers from across Texas. The State Board reviewed the field test results in setting passing scores for the exam. All in all, a total of more than 7,000 teachers participated in the TECAT development process.

Designed to measure basic reading and writing skills, the TECAT was administered for the first time in March 1986 to more than 200,000 Texas educators. Those who failed the exam in March were given another opportunity to take the test in June 1986. The final passing rate was 99.1 percent. Those who failed the TECAT after both administrations were not allowed to continue in certified positions in the 1986-87 school year. Passage of the TECAT is required for any Texas educator certified prior to February 1, 1986, who wishes to teach in any of the state's public schools.

Legislation passed in 1981 required both the P-PST and the ExCET. The P-PST has been administered since 1983 to college undergraduates as a means of measuring the basic reading, writing and math skills of prospective teachers.

The ExCET, developed under the direction of the current State Board of Education, is comprised of a total of 63 different exams. Prospective teachers, upon graduation from a college of education, must pass one ExCET exam in their subject area and another exam in teaching theory and skills in order to be certified. The ExCET is also taken by persons who have completed alternative certification programs, by out-of-state teachers, and by certified educators who wish to be certified in new teaching fields. Thirty-four different ExCET exams were given for the first time in May 1986. Twenty-nine additional tests were then developed and were scheduled to be administered for the first time in February 1987.

Paperwork reduction

The massive changes involved in education reform, and the increased demands upon teachers as a result, prompted the Texas Legislature, the State Board of Education and the Texas Education Agency to take several steps to improve teachers' working conditions by easing the paperwork burden.

Following directives from the Legislature, the first step by the Board was the adoption of a rule that, for the first time, requires state accreditation monitoring teams to investigate the amount of paperwork required of teachers by local school districts. If the accreditation teams deem that the district has placed an undue paperwork burden on teachers, the district may be found in violation of accreditation standards and required to alleviate the burden.

Secondly, in November of 1985, the State Board authorized the commissioner of education to appoint a Paperwork Reduction Advisory Committee and required that more than half the committee's members be classroom teachers. The 19-member committee met for the first time in January of 1986 and began an thorough study of the paperwork deemed most burdensome by teachers.

After several meetings at which dozens of examples of teacher paperwork were reviewed, the committee determined that school district misunderstandings about requirements of legislation passed in 1981—not House Bill 72—were responsible for most of the paperwork that teachers believed was excessive. The committee cited lesson plans and documentation of mastery of the essential elements (the statewide curriculum mandated by House Bill 246, passed in 1981) as most burdensome to classroom teachers. According to the committee, some local school districts mistakenly believed that state accreditation monitoring teams would require extensive, detailed documentation that the essential elements were being taught, and consequently, were requiring teachers to go to extreme lengths in writing lesson plans and in documenting student mastery in grade books.

With the advice of the Paperwork Reduction Advisory Committee, the commissioner of education directed Texas Education Agency staff to draft several examples of lesson plans that would provide the information necessary to meet state requirements. These sample lesson plans were distributed to local school districts in the fall of 1986. Prior to the distribution of the sample lesson plans, the commissioner sent letters to all school districts describ-

ing the problem of misunderstandings about required paperwork and instructing school districts to follow examples of minimal paperwork necessary to meet state requirements.

Finally, following passage of House Bill 50 in a special legislative session in the summer of 1986, the State Board of Education in November 1986 adopted a rule to implement this new law aimed at limiting the amount of paperwork that may be required of classroom teachers. The rule specifically outlines the kinds of reports required of teachers and directs each local school district to devise a plan for reducing the paperwork burden on classroom teachers. Likewise, the Texas Education Agency is required to investigate ways to reduce the amount of paperwork that it requires from local districts.

Alternative certification

Recognizing the need to recruit new teachers to help fill classroom vacancies across the state, House Bill 72 authorized the creation of new training and certification programs to serve as alternatives to the traditional programs conducted by teacher education colleges. The Houston Independent School District in the 1985-86 school year was the first to receive approval from the State Board of Education to operate an alternative certification program. A total of eight alternative certification programs were approved by the Board for operation in the 1986-87 school year. They are being conducted by the Houston, Dallas and San Antonio ISDs, the Region XX Education Service Center in San Antonio, Pan American University in Brownsville, Pan American University in Edinburg, Tarleton State University, and the Socorro ISD/San Elizario ISD/University of Texas at El Paso.

Under rules established by the State Board of Education, applicants for alternative certification programs must hold at least a bachelor's degree from a regionally accredited institution, have at least a 2.5 grade point average on a scale of 4.0 and must possess a minimum number of semester hours in the subject he or she wishes to teach. Thorough screening procedures and background checks are required to ensure that individuals have the proper commitment, temperament and understanding of the rigors of the teaching profession to embark on teaching careers. Once accepted into an alternative certification program, individuals undergo intense training and participate in a full year's classroom internship under the direction of a supervising teacher. The teacher-intern may earn a teaching certificate in prekindergarten-grade 5, grades 6-8, grades 9-12 or bilingual education/English as a Second Language if he or she receives satisfactory evaluations during the internship under the Texas Teacher Appraisal System, is recommended for certification by the alternative certification program and passes the appropriate Examination for the Certification of Educators in Texas (ExCET).

Board rules require Texas Education Agency personnel to carefully monitor all approved alternative certification programs and to provide technical assistance where necessary. TEA staff perform two on-site consultation visits for each program during the school year to verify the qualifications of interns, ensure that thorough screening procedures are in place, observe interns in the classroom, and interview supervisors and principals about the interns' performance. A third on-site review of each program is conducted by a panel of educators who make recommendations concerning reapproval and strengthening of the programs.

Some 165 individuals were recommended for certification by the Houston ISD's alternative certification program following the completion of its 1985-86 training. Approximately 350 people are expected to be certified after completing training in the eight programs operating in the 1986-87 school year.

GOAL 4

Organization and management: The organization and management of all levels of the educational system will be productive, efficient and accountable.

Accreditation

The Texas Education Agency has had the responsibility for many years of accrediting local school districts. In the past, however, accreditation was based on a district's compliance with rules, regulations and laws. In the fall of 1986, the State Board of Education approved modifications in the accreditation to begin moving from a district-based, compliance-based system toward a performance-based system emphasizing improvements in academic achievement at the campus level. The new accreditation system is founded on improving student performance at individual campuses with low scores on the Texas Educational Assessment of Minimum Skills (TEAMS) tests administered in all odd-numbered grades. Twenty-seven elementary school campuses in 12 school districts scheduled for accreditation in 1986-87 were selected as pilot campuses for the initial year of the new accreditation program. Students at these campuses posted scores on the TEAMS tests that fell into the lowest 5 percent of TEAMS scores statewide.

Performance-based accreditation calls for TEA staff to provide these low-achieving campuses with existing research on effective schools and to provide technical assistance to help them develop and implement programs to improve student achievement. In addition, campuses whose TEAMS scores fell into the lowest 25 percent statewide will also receive technical assistance from the Agency, while campuses with high TEAMS scores will be examined for use as models of effective instructional programs. In the fall of 1986, the Agency began publishing a series of technical assistance documents called REACH (Realistic Educational Achievement Can Happen), which highlight effective schools literature. The documents are distributed to school districts across the state to help guide them in self-assessment and self-improvement.

The performance-based accreditation system is designed to help school districts recognize their instructional weaknesses and improve their efforts to provide a quality education to their students. It is not intended to single out low-achieving districts for criticism and then dictate changes to them. The campuses and school districts are intensely involved in their own improvement plans.

While increasing state assistance to school districts with low TEAMS scores, the new accreditation system will decrease emphasis on school district compliance with very technical rules and regulations. It is contemplated that in the future, districts with a majority of effective campuses will be given more flexibility to operate their programs under the new accreditation system. Additionally, the

Texas Education Agency will coordinate a program to allow those districts to share their effective instructional strategies with other districts across the state, eventually "pairing" high- and low-achieving campuses to bring about improvements.

The new accreditation system is viewed as an exciting, ambitious program that will be phased in over the next three years. The new accreditation system will allow the Agency to help school districts make the most of House Bill 72 reforms and to go beyond those improvements to find what works best in their communities.

Instructional leadership training for school district administrators

Literature and research findings indicate that the most successful schools are those with principals who demonstrate strong leadership skills. These skills become even more important in times of reform and change.

In August of 1985, the State Board of Education adopted rules which require public school administrators to complete a basic 36-hour instructional leadership training program and to participate in a 12-hour continuing in-service training program each year. These rules establish the content of instructional leadership training programs and identify potential sponsors of such programs to include the Texas Education Agency, local school districts, colleges and universities, education service centers and professional organizations. Potential sponsors must apply for approval of programs.

The adoption of the Board rules followed nearly two years of work by TEA staff to develop a plan for instructional leadership training. Working with recognized educational experts, TEA designed a program based on findings reported in effective schools research. A pilot test of the program was initiated in the spring of 1985 and involved the training of 50 superintendents and principals. As a result of the pilot project, the training program was revised and was again pilot tested in several school districts with the participation of approximately 200 administrators.

As of September 1, 1986, 94 different sponsors—including 59 local school districts, all 20 regional education service centers, 13 colleges and universities, the Texas Education Agency and one professional organization—had received approval to provide the 36-hour training programs. Approximately 15,000 school administrators have completed the training program.

School board member training

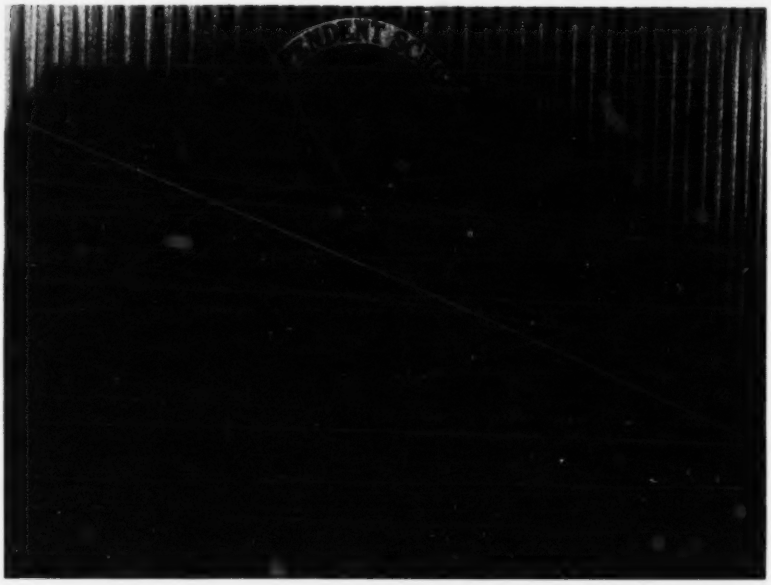
In addition to requiring instructional leadership training for administrators, House Bill 72 also sought to improve the organization and management of schools by mandating training for members of local school boards of trustees.

Following the recommendations of an advisory committee comprised primarily of school board members and superintendents, the State Board of Education in December 1985 adopted the "Statewide Standards on Duties of a School Board Member." These standards state, in part, that local board members shall:

- Uphold educational and ethical standards that promote the best interests of the school district as a whole;
- Understand the role and responsibility of the board, the board president and individual board members;
- Understand and respect the role and responsibility of the superintendent;
- Be familiar with the organizational structure of the school district and methods of interaction with the community;
- Assume an active role in the development of board policy;
- Understand the importance of effective planning activities;
- Accept responsibility for the adoption of high quality instructional programs;
- Work toward establishing sound business and fiscal practices for the district;
- Adhere to legal and ethical constraints, and understand the nature of school law;
- Understand the board's function relative to school district personnel;
- Be well versed in board meeting management, and;
- Pursue a continued course of excellence and effectiveness as a means of increasing skills.

These standards form the basis of school board member training. Rules state that all school board members elected prior to January 1, 1987, shall complete a minimum of 20 hours of training from approved sponsors prior to the board meeting at which the 1988 call for election of members is scheduled. All board members elected after January 1, 1987, must participate in a local district orientation session within 60 days of their election. New

members also must complete a minimum of 20 hours of training from approved sponsors prior to the end of their first year of service. Each year, board members must participate in an assessment of their training needs prior to establishing a plan for each member to meet those needs. Following the initial training, each board member must participate in at least six hours of training activities each year.



The Public Education Information Management System

The need for a more efficient information gathering system became apparent shortly after the passage of House Bill 72. Significantly increased funding for public education led to demands by members of the Legislature and the public for greater accountability for performance and effective results in the public education system. These concerns, echoed by the State Board of Education and the Texas Education Agency, led to an evaluation of the Agency's capabilities for collecting, storing and analyzing information from local school districts.

Development of a new information system was studied first by a special Agency task force in December 1984. The task force created a preliminary plan for a coordinated data-base for accountability, which was adopted by the Board in July 1985. That plan established a framework for a new information system and led directly to the development of a detailed operational plan for the new Public Education Information Management System (PEIMS).

The basic purpose of PEIMS is to provide the Board and the Agency with information that will assist them in making decisions that affect the state's overall guidance of the public education system. Most major activities within the Agency will be supported by PEIMS, including accreditation, program development, curriculum and instruction, state and federal funding, compliance, research and policy coordination. These activities involve the use of reliable, specific information that PEIMS will collect relative to school district administration, student characteristics, school finance, personnel and other evaluative and monitoring information.

Among the specific objectives of PEIMS is the reduction of paperwork for local school districts. Many of the current "pen and paper" forms that will be replaced are some of the most extensive and time consuming for school district administrators. While PEIMS will not allow the elimination of transaction-oriented activities such as processing applications for textbooks or claims for school lunch and milk reimbursement, it is anticipated that the forms associated with these activities can be streamlined by using PEIMS data. Efficiency of information exchange between districts and the Agency will be greatly enhanced by PEIMS' ability to collect computerized data from school districts and to compile the data for meaningful analysis of school operations, program effectiveness and so forth.

The Texas Education Agency

House Bill 72 not only changed and improved the public schools of Texas; it also changed the scope and direction of the governmental entity charged with overseeing the state's educational system: the Texas Education Agency.

In April of 1985, the State Board of Education appointed a new commissioner of education who, in August 1985, began a reorganization of the Texas Education Agency that would better enable the Agency to carry out

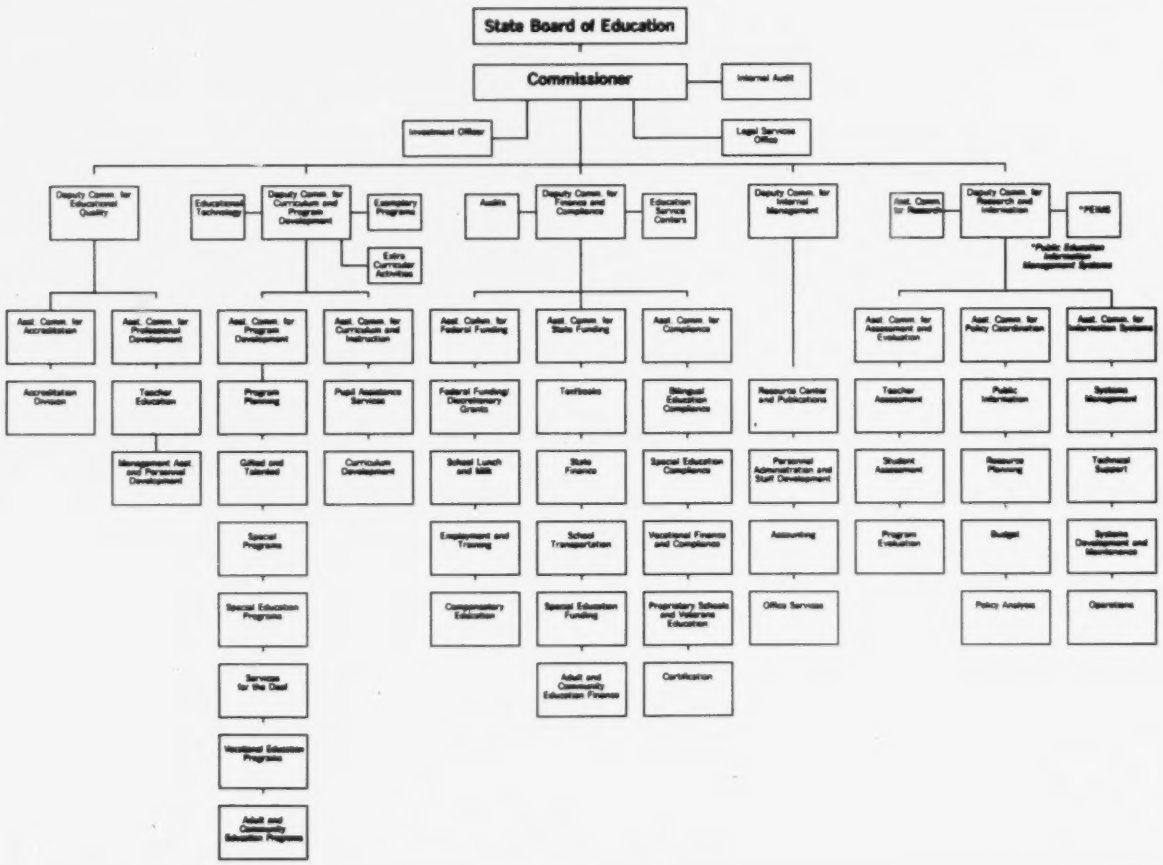
the goals of House Bill 72. The reorganization was intended to redefine the Agency's role in relation to local school districts. Where in past years the focus had been primarily on ensuring that local districts complied with State Board rules and policies, state and federal laws, and other technical regulations, the reorganized Agency would concentrate on helping school districts improve student achievement.

To improve the efficiency of the Agency and to accommodate its redirected efforts to assist school districts, funds were reduced for compliance monitoring and were increased in areas providing technical assistance to districts. Several functions that performed similar tasks but had operated separately in the past were grouped together for more efficiency.

Despite the increased responsibilities brought about by House Bill 72, the Texas Education Agency in the 1987 fiscal year is operating with its smallest staff in a decade. Some 1,086 positions were authorized for the Agency in 1978, the largest staff since the TEA was established nearly 40 years ago. When House Bill 72 was passed, the Legislature appropriated an additional $4 million for Agency administration and the staff grew from 933 actual employees in 1983-84 to 1,026 in 1984-85, the first year of the House Bill 72 reforms. In the 1985 regular legislative session, however, the Agency's administrative budget was cut and staff had to be reduced. For the 1986-87 fiscal year, TEA has 911 authorized positions. The Agency was operating in January 1987 with just 850 of those positions filled.

The streamlined operations of the Agency are organized under five departments, each headed by a deputy commissioner, which carry out the primary functions of the Agency. These departments include educational quality, curriculum and program development, finance and compliance, research and information, and internal management. Internal audit, legal and investment divisions report directly to the commissioner.

Texas Education Agency



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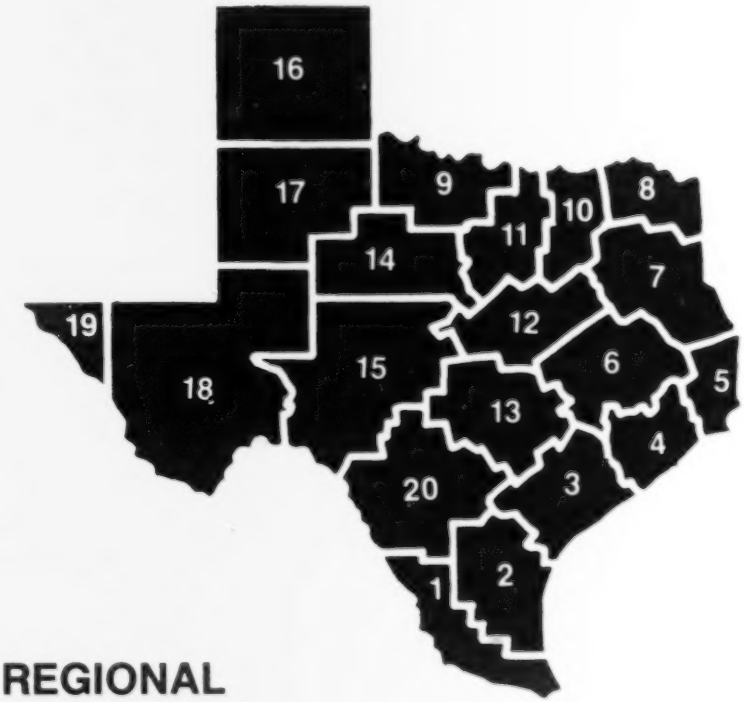
Education service centers

Regional education service centers (ESCs) were created by the Legislature in 1965 to provide regionalized services to local school districts. The 20 ESCs make quality ideas, services, information and teaching materials available to local schools whenever and wherever they are needed. About one-quarter of ESC operating funds are from the state; the remaining 75 percent are from federal funds and, primarily, from contracts with local school districts and other entities.

House Bill 72 created a closer alliance between ESCs and the Texas Education Agency in an effort to bring unity and continuity to school district operations in support of statewide efforts for education reform. At the direction of the State Board of Education and Agency staff began working with the executive directors of the 20 service centers in late 1985 to develop a comprehensive state plan for ESCs. A plan was adopted by the State Board in May 1986.

This Comprehensive State Plan for Regional Education Service Centers establishes a well-defined charter addressing the ESCs' authority and purpose, working arrangements, governance, programs and services, organization, administration and operations, and accountability and sanctions. For the first time since the ESCs were created, the State Board has established service expectations for the centers. The plan states that the service centers play "a key role in the statewide effort to improve the quality and effectiveness of schools." An example of this "key role" in the reform effort was the training of some 13,000 teacher appraisers over a period of six weeks in sessions conducted at each of the 20 regional centers.

The comprehensive plan for service centers standardizes the state programs and services while leaving latitude for ESCs to respond to the individual needs of their regions. The centers are charged with focusing the efforts of their contractual agreements with local school districts on activities to bring about statewide educational improvement. The plan gives clear responsibility to the service centers for accountability to the State Board of Education, a responsibility that was not clearly defined prior to development of the plan. In addition, the plan requires comprehensive service delivery planning on the part of the centers. These plans are approved by the Agency in each center's application for funding. Funding and service delivery is to be coordinated to achieve economy and to support school districts' achievement of statewide goals.



REGIONAL EDUCATION SERVICE CENTERS

GOAL 5
Finance: The financing of public education will be equitable to all students in the state.

Funding of public education

House Bill 72 increased state aid to public schools by nearly $3 billion over a three-year period. Immediately prior to passage of the legislation, aid to public schools under the Foundation School Program totaled $3.6 billion. That figure increased to $4.5 billion in the 1984-85 school year and to approximately $4.6 billion in 1985-86. State aid per student in average daily attendance (ADA) increased significantly during the same period, from $1,315 per ADA in 1983-84 to $1,560 in 1984-85, $1,571 in 1985-86 and $1,579 in 1986-87.

Also prior to passage of House Bill 72, concerns were expressed about the equity of the educational program offered to students in school districts where property wealth varied significantly. To ensure equity among districts, House Bill 72 revamped the system of public school finance to provide more state funds to school districts with the least amount of locally-taxable property. The goal of the new funding system is to ensure that all children receive a quality education regardless of the size or wealth of the school district in which they live.

State aid to the poorest school districts in the state—those with average property wealth of $94,000 or less per student—was increased by an average of more than 56 percent, or $849 per ADA from 1983-84 to 1985-86. State aid accounted for more than 70 percent of the total revenue of these poorer school districts. The state's wealthiest districts, however, received just less than 10 percent of their total revenues from state sources.

The State Board of Education adopted numerous rules to implement the new funding system, which is based on the number of students in a school district as opposed to the previous system that based funding to a large extent on the number of personnel in each district. Rules also were adopted to implement various funding adjustments built into the system for small school districts, for districts with sparse populations spread over wide distances, for districts in urban and suburban areas where the cost of goods and services is high, and for districts with larger numbers of experienced and higher-paid teachers. The State Board, also at the direction of House Bill 72, authorized studies of accountable costs and price differentials in public education, reviewed the results of those studies and formulated recommendations to the Legislature.

Investment of the Permanent School Fund

The Permanent School Fund is one of Texas' most enduring and important constitutional legacies to future generations. It was created with a $2 million appropriation by the 1854 Texas Constitution as a means of setting aside funds to ensure adequate financing for Texas schools. Subsequent constitutions, legislative acts and constitutional amendments gave the Fund all proceeds from the sale and rental of more than 46 million acres of public land as well as mineral production rights to 7 million acres of land. Mineral rights to

tidelands to a distance of 10.35 miles have also been granted. Over the years, more than $5 billion has been deposited into the Fund by the General Land Office from these sources. Today's schoolchildren are reaping the benefits of this income. The Permanent School Fund now provides a total of $533 million a year, or $226 per child, to local school districts. Ten years ago, it provided just $33 per child, indicating the potential of growth of the Fund.

While not directly related to the implementation of House Bill 72, the prudent investment of the Permanent School Fund, nonetheless, has been a top priority of the State Board of Education. The State Board's Committee for Finance and Programs is responsible for overseeing the investments of the Fund, which has a current market value of $7.7 billion. Careful investing by the State Board of Education has put the performance of the Permanent School Fund in the top 5 percent of managed funds in a sample of funds surveyed. The rate of return on investments from the Fund has grown from 3.4 percent in 1961 to 9.2 percent, and annual income from investments has grown from $13.8 million to $533 million.

The state constitution prohibits expenditure of the principal of the Permanent School Fund, requiring instead that the money be invested. In the past few years of state budget shortfalls in Texas, some interest has been expressed in amending the Texas constitution to allow some of the principal of the Permanent School Fund to be expended. The State Board of Education has taken a strong stand against this proposal. Board members believe that any expenditure of the principal of the Fund will be tantamount to a tax bill on future generations. Lost principal from the Fund would significantly impair its potential for growth, and the lost income eventually would have to be replaced by tax dollars. If left intact, the Fund over the next 10 years will provide local school districts with $6.7 billion—far more than the total deposits made to the Fund to date by the General Land Office. Expenditure of the Fund's principal also could jeopardize the Fund's credit rating, which in turn could threaten the credit rating of every school district wishing to use the bond guarantee program. Any school district that is not AAA-rated on its own would, therefore, have to pay additional financing charges when it borrows to build new facilities, at a substantial extra cost to local taxpayers.

The State Board of Education has gone on record on numerous occasions in strong opposition to the expenditure of any portion of the principal of the Permanent School Fund. The Board has adopted a resolution regarding the Fund that states, in part: "The State Board of Education is fully convinced that no situation now exists, and that none will exist in the foreseeable future, which justifies the invasion of the principal or income of the Permanent School Fund—a course of action which could have but one result, the ultimate destruction of one of Texas' greatest heritages."

PERMANENT SCHOOL FUND

	1986	1985
Income Distributed to the Available School Fund	$ 652,030,987	$ 417,080,382
Annualized Income as of August 31st	$ 532,713,117	$ 486,011,222
Receipts Distributed from the General Land Office to the Permanent School Fund	$ 407,645,990[2]	$ 374,465,371
Cumulative Receipts Distributed from the General Land Office to the Permanent School Fund Through August 31st	$5,043,575,430	$4,635,929,440
Permanent School Fund Current Yield to Cumulative General Land Office Receipts as of August 31st	10.56%	10.48%

STATUS OF THE PERMANENT SCHOOL FUND
AS OF AUGUST 31, 1986

Security Type	Debt Securities	Equity Securities	Short Term Securities	Cash	Fund Total
Book Value	$3,764,990,064	$1,400,988,756	$575,000,000	32,989,301	$5,773,968,121
Percent of Total	65.21%	24.26%	9.96%	.57%	100.00%
Book Yield	10.39%	7.37%	6.35%	5.12%	9.23%
Market Value	4,465,777,031	2,761,822,673	575,000,000	32,989,301	7,835,589,005
Percent of Total	56.99%	35.25%	7.34%	.42%	100.00%
Market Yield	8.76%	3.74%	6.35%	5.12%	6.80%

GOAL 6

Parent and community involvement: Parents and other members of the community will be partners in the improvement of schools.

Research indicates that parental involvement in a child's education is critical to the academic success of the child. Parents who talk to their children about school, who help them with homework and provide a place to study, who read to them, and who stress the importance of education play a significant role in the educational achievement of their children. For these reasons, the State Board of Education and the Texas Education Agency are encouraging local school districts to do everything possible to increase parent and community involvement in education. Existing research on the effects of such involvement on a child's academic success is shared with local school districts as part of the accreditation process. Participation and cooperation with parent and community groups, such as the Texas PTA, is also encouraged. In addition to these efforts, House Bill 72 included several provisions to help ensure that parents are kept informed of their children's progress and that parents and students are aware of their responsibilities in the school.

Parental involvement in discipline management

If student misbehavior continually disrupts the classroom, the efforts of House Bill 72 to improve instruction will be greatly impaired. At the same time, unruly students should be given the opportunity to continue their studies while being disciplined. The school, the student and the parent must have a mutual understanding of the behavior that is expected of the student and of the consequences of misbehavior and serious disciplinary infractions.

House Bill 72 required each school district to devise a discipline management plan that includes a code of student conduct and that thoroughly outlines the responsibilities of teachers, administrators, parents and students. State Board of Education rules mandate that parents and students play an active role in the development of school discipline management programs by participating in school meetings, in advisory committees, in training workshops, and so forth. The discipline management plan must provide for parent training workshops that teach home reinforcement of study skills and specific curriculum objectives. In addition, each year, the school district must secure a signed statement from parents to verify that the parent understands and consents to the responsibilities outlined in the district's student code of conduct.

State Board rules also require at least two parent-teacher conferences during the school year for the parents of students who have committed serious disciplinary infractions. The district must attempt to conduct parent-teacher conferences face-to-face.

The State Board of Education required the submission of all school district discipline management plans for approval by the Texas Education Agency by February 1986; implementation of the plans by September 1986; and training for school administrators and teachers no later than December 1986.

The disciplinary provisions of House Bill 72 also specify the types of infractions that may result in suspension, expulsion or removal of a student to an alternative education program. These provisions were altered by legislation passed during a special session in the summer of 1986 to streamline the expulsion procedures for students who commit serious infractions including the sale or use of drugs or alcohol on school campuses or at campus-sponsored events, possession of a weapon, and assaults on teachers or fellow students.

Notification of parents regarding students' failing grades

In order to assist their children in the educational process, parents must be aware of student progress or lack of progress. Report cards are issued at the end of every six weeks grading period and must be signed by the parent. In addition, at the end of the first three weeks of every grading period, school districts must send a progress report to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline. School districts may require these students to attend tutorial sessions.

GOAL 7

Innovation: The instructional program will be continually improved by the development and use of more effective methods.

Distance learning systems

Technological advances have had a profound effect on American society. Texas and the nation must be prepared to take advantage of technological innovations, and perhaps nowhere is this more important than in education.

Computer literacy training for all junior high school students was mandated by House Bill 246, passed in 1981, which also required additional computer training for students wishing to obtain an advanced high school diploma. These are not the only areas, however, where technology is reaching into the classroom. Computers are being used at all levels in support of instruction. Many school districts are taking advantage of "distance learning" systems to enhance the educational programs offered to students and to teachers and administrators. The State Board of Education's Long-Range Plan calls for an increased emphasis on the investigation and implementation of technological systems to enhance education.

An example of such a distance learning system is the TI-IN Network, a one-way video, two-way audio satellite system that beams educational programs into schools across Texas. TI-IN is an example of an innovative, cooperative approach to technology in education. The network is a private-sector operation that contracts with individual school districts and education service centers which lease equipment from the Network to receive TI-IN's satellite programming. TI-IN broadcasts its programs from the Region XX service center, and programs are monitored and evaluated by the Texas Education Agency to ensure the quality of the curriculum. Certified teachers conduct classes live on the air, and students can answer questions and talk back live through the two-way audio system. Printed materials may also be sent into the classroom. The TEA also produces programs on the TI-IN Network. This innovative approach to education gives small school districts access to quality educational programs in areas where the demand from students is not sufficient to warrant a full-time teacher. Likewise, teachers and administrators can have access to quality inservice training without traveling long distances. Urban districts, too, can make better use of teachers' time and district resources through the use of technological advances in instruction.

Another similar distance learning system is the InterAct instructional television network operated by the Region IV education service center in Houston. InterAct utilizes closed circuit microwave technology to transmit audio-video signals to participating school districts in the region. Classrooms are equipped with modified television sets and instruments to allow students to communicate with instructors. Like the TI-IN Network, InterAct also provides staff development programs for teachers and administrators, credit and non-credit college courses, high school credit courses and student enrichment viewing.

While technological advances in education can never stand alone in the classroom, technology and traditional instructional methods no longer can be viewed as two separate entities. They are working together to help improve student achievement. The State Board of Education is committed to investigating innovations in technology that will help advance House Bill 72's goal of a quality education for all children.

GOAL 8

Communications: Communications among all public education interests will be consistent, timely and effective.

The Annual Performance Report

The most comprehensive effort to foster good communication between school districts and the public is House Bill 72's requirement that each district publish an annual performance report. The law states that these reports must describe the district's educational performance and give financial information related to costs incurred by the district. Specifically, the reports must contain information by campus that includes:

(1) evaluations of the quality of education;
(2) scores on tests with national norms;
(3) reports of performance trends improvement or lack of improvement;
(4) statements of costs for instruction, instructional administration, and central administration;
(5) attendance data and dropout rates;
(6) reports on discipline;
(7) data on employees, trends in employment, and turnover; and
(8) teacher ratios by grade groupings and by program;

The reports must also contain information about student enrollments in each classroom per class period (excluding instrumental and choral music classrooms). They must specify the number of classrooms in any class period (excluding instrumental and choral music) in which the number of students exceeds 20 for kindergarten through eighth grade, 25 for high school, and 10 for special education.

State Board of Education rules section the annual performance reports into three distinct parts:

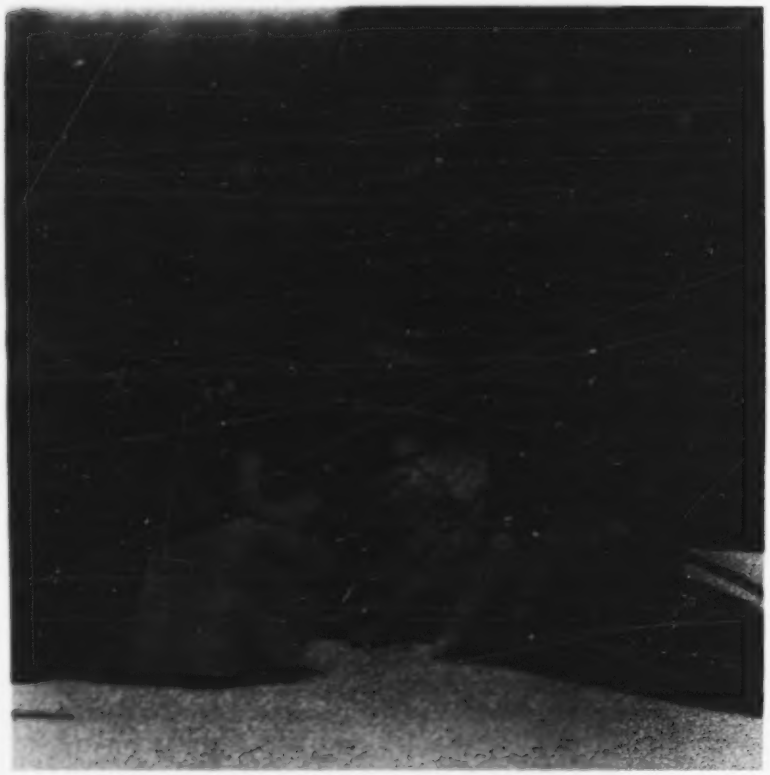
(1) a local assessment of the district's performance in specific areas;
(2) comparative statistical information developed by the Central Education Agency; and
(3) locally developed statistical information.

Beginning with the 1986-87 school year, the reports are required to be specifically geared to the Board's Long Range Plan. Information that must be provided includes achievement test scores, financial resources information, personnel and student characteristics, and budgeted costs. Board rules also require school districts to publish these annual performance reports by December 1 of the following school year and "to ensure local availability of the district annual performance report to the professional staff and residents of the district."

The annual performance report is a reflection of Texas citizens' demand for higher accountability in public education. Lawmakers and taxpayers believed that, in light of the large amount of additional funds being spent on public education, school systems across the state should be accountable for the educational achievement of their students and each dollar spent to deliver services.

TEA-NET electronic communications network

Another effort undertaken by the State Board and the Texas Education Agency to improve interaction among educational entities is an electronic communications network that allows the TEA and "on line" school districts (approximately half of Texas' 1,100 districts and all the education service centers as of September 1986) to share and receive information. This electronic network, known as TEA-NET, is designed to provide an alternate means of fast, economical and efficient communications among the State Board of Education, the Agency, service centers and school districts. The Board has contracted with a private sector telecommunications company to provide networking services which include an electronic bulletin board and electronic mail system for two-way communication via personal computers. The electronic bulletin board enables the Agency to provide information to school district personnel regarding Board rules and policies, calendars of upcoming events, special announcements, and general information of interest to educators. Since the information is stored, retrieved and updated on computer systems, the network provides more convenient and timely access to data. The electronic mail capability of the system allows faster communication between individuals. If the network eventually supplants, to

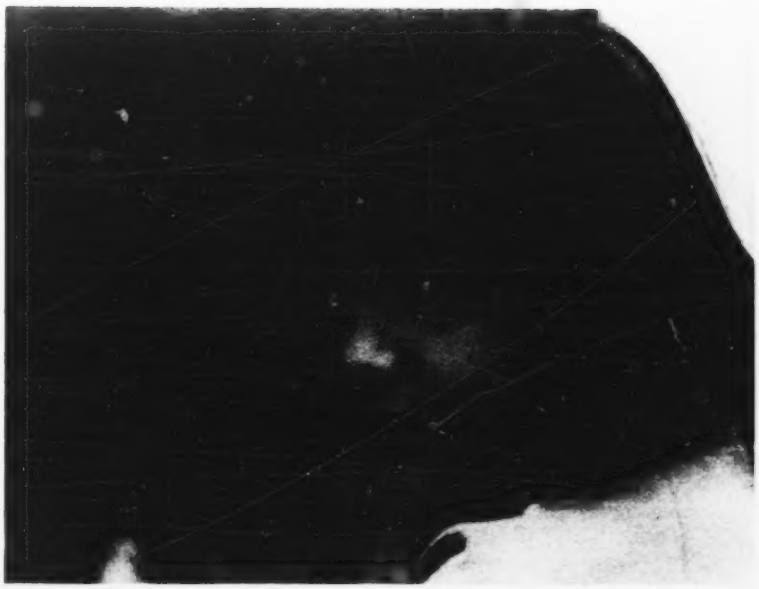


a significant degree, our use of conventional communications systems, a major cost savings may be realized.

Members of the State Board of Education have expressed particular interest in the use of the network to provide information directly to teachers, which will be aided by newly-designed software that allows school districts to offer a locally accessed network which can be updated with information from both state and local sources.

The State Board of Education, the commissioner of education, legal services, and deputy commissioners for curriculum and program development, finance and compliance, and research and information have their own sections on the network. Twelve divisions in the Agency also maintain sections on TEA-NET. Up-to-the-minute information and the convenience of electronic mail are viewed as incentives that will encourage all Texas public school districts to utilize the system.

Future Tasks of the State Board of Education



The State Board of Education's first two years of work since the passage of House Bill 72 have focused on the task of implementing the most extensive education reform effort in Texas history. With the implementation of the statewide teacher appraisal system in the fall of 1986, virtually all the provisions of House Bill 72 had been implemented. The Board's work, however, is not done. The Board will continue its efforts to improve public education within the scope of House Bill 72 and in other areas.

Much of the Board's work in the future will be guided by the Long-Range Plan for Texas Public School Education, a four-year plan designed to improve instruction and use of resources throughout the educational system in Texas. This plan addresses many challenges. It specifies projects and programs that will be undertaken to accomplish the Board's goals and objectives for public education in this state. Among the most critical challenges of the future are eliminating the achievement gap between disadvantaged children and other students; effectively dealing with a growth in enrollment that is expected to increase the public school population in Texas to nearly 3.2 million by 1990—an increase of more than 6 percent since 1986—with the biggest increase expected in racial and ethnic minorities; meeting the personnel needs that will result from enrollment growth, especially in the area of qualified teachers; reducing the dropout rate; and encouraging increased financial support of public education in a time of economic decline in Texas.

Other plans for the future include continued monitoring of the effectiveness of the Texas Teacher Appraisal System. The Board is committed to remaining open to possible changes suggested by teachers and administrators to make the appraisal system an even better tool for improving the quality of instruction provided to Texas schoolchildren. In addition, an appraisal system designed to evaluate the performance of administrators will also be developed and implemented across the state.

In the coming biennium, the State Board will oversee the continued development and implementation of the Public Education Information Management System, while the Texas Education Agency will continue to investigate ways to reduce the paperwork burden on classroom teachers and local school districts. Student testing will require additional Board attention as passing standards for the TEAMS tests are gradually raised to reflect the state's increasingly higher expectations in student achievement. Curriculum standards will also be reviewed in the future to ensure that students are being taught the kinds of things that will make them successful adults in the 21st century. The Board also plans to examine and revise, if necessary, the requirements for teacher training in colleges of education.

As provisions of House Bill 72 are in place for longer periods of time, the Board intends to carefully monitor their effectiveness. In all future efforts, as in all past efforts, the State Board of Education will keep one overriding goal in mind: the provision of a quality education to all the schoolchildren of Texas.

Appendix I

Highlights in the Chronology of Education Reform

June 1983	The Texas Legislature adopts a resolution calling for a comprehensive study of the state's public education system and Gov. Mark White appoints the Select Committee on Public Education.
April 1984	The Select Committee on Public Education submits recommendations for education reform to the governor.
June 1984	The governor calls a special legislative session for purposes of reforming public education and adopting tax increases to finance the reforms.
July 1984	Gov. Mark White signs House Bill 72, the "The Educational Opportunity Act of 1984."
August 1984	The first phase of the reforms are initiated as the 1984-85 school year begins. Immediate implementation includes major changes in methods of allocating state aid to local school districts, the teacher career ladder and across-the-board teacher pay raises.
October 1984	New members of the State Board of Education take office.
November 1984	The Board begins initial work on the teacher appraisal system.
December 1984	An advisory committee is appointed to draft Statewide Standards on the Duties of a School Board Member in compliance with House Bill 72's requirement for training of local board members.
January 1985	The Board gives initial approval to extracurricular activity rules, including the no-pass/no-play rule.
March 1985	Discipline management rules receive initial approval from the State Board.
April 1985	The State Board awards a $4.7 million contract for developmental assistance and administration of the Texas Examination of Current Administrators and Teachers (TECAT). A $9.8 million contract is also awarded for developmental assistance and administration of the Texas Educational Assessment of Minimum Skills (TEAMS).
April 1985	The State Board appoints W.N. Kirby as commissioner of education.
May 1985	The Board adopts initial rules regarding social promotion.
August 1985	The Texas Education Agency is reorganized to improve efficiency and to better assist local school districts.
October 1985	The first TEAMS exit-level test is administered.
October 1985	Approximately 5,000 teachers and administrators across the state participate in a field test of TECAT and the Board approves a teacher study guide for the TECAT.

November 1985 ..... A draft of the State Board's Mission Statement, Goals and Objectives for Public Education in Texas is distributed to local school districts and the general public for comment.

November 1985 ..... Scoring standards for the written composition section of the TECAT are established.

January 1986 ..... Scoring standards for the multiple choice reading and writing sections of the TECAT are established.

January 1986 ..... The teacher appraisal system receives preliminary approval for public comment.

January 1986 ..... The Paperwork Reduction Advisory Committee is formed and holds its first meeting with the commissioner.

January 1986 ..... The Texas Education Agency's electronic communications network with local school districts, TEA-NET, is initiated.

February 1986 ..... The Board holds a public hearing on the teacher appraisal system.

February 1986 ..... TEAMS tests are administered for the first time in grades 3, 5, 7 and 9.

March 1986 ..... The TECAT is administered to 202,000 educators in three shifts at 846 different test sites across the state.

April 1986 ..... TEAMS tests are administered for the first time to students in the first grade.

May 1986 ..... The State Board gives final approval to the Texas Teacher Appraisal System.

May 1986 ..... The Board approves a new comprehensive plan for the operation of regional education service centers.

June 1986 ..... Teachers and administrators who failed the TECAT in March get a second opportunity to pass the test.

June 1986 ..... The State Board approves an operational plan for the Public Education Information Management System.

July-August 1986 ..... More than 13,000 teacher appraisers are trained.

September 1986 ..... The Texas Teacher Appraisal System is implemented in local school districts.

September 1986 ..... A pilot program for performance-based accreditation is initiated.

October 1986 ..... The TEAMS exit-level test is administered to a second class of high school juniors.

October 1986 ..... A public hearing on the proposed Master Plan for Vocational Education draws testimony from some 80 individuals and written testimony from another 400.

January 1987 ..... The State Board adopts the Long-Range Plan for Public Education in Texas and the Master Plan for Vocational Education.

Appendix II

Public Education Program Budget, 1986-87

	Source of Funds	Expended 1985	EST/EXP 1986	Budgeted 1987
Regular Education/General Purpose				
Basic Allotment	FSP*	$4,073,057,096	$4,332,012,947	$4,425,454,198
Education Improvement Fund				
Career Ladder	FSP*	86,582,373	117,176,319	149,572,850
Other Salary Enrichment	FSP*	101,012,768	117,176,319	134,615,565
Any Legal Purpose	FSP*	101,012,769	117,176,318	134,615,565
Enrichment Equalization Program	FSP*	1,849,210,701	1,723,868,576	1,800,718,517
Experienced Teacher Allotment	FSP*	59,421,372	58,984,066	58,671,324
Equalization Transition Fund	State	69,092,264	34,968,916	17,500,000
Payments to State Schools	State	2,414,446	2,370,733	1,359,450
Sick Leave Program	S/L**	15,000,000	15,000,000	0
Incentive Aid	State	318,731	353,448	650,000
State Support to Education Service Centers	State	7,712,000	7,333,603	7,333,857
Student Teaching	State	2,194,201	0	0
Education Consolidation and Improvement Act, Chapter 2 (Flow Through)	Federal	24,932,564	28,650,179	26,446,129
Education for Economic Security Act, Science/Math (Flow Through)	Federal	0	3,021,455	1,326,120
TOTAL		$6,391,961,285	$6,558,092,879	$6,758,263,575
Special Education				
Special Education Allotment	FSP*	$ 433,773,211	$ 490,388,179	$ 490,822,013
Discretionary	FSP*	N/A	N/A	3,250,000
Visually Handicapped	State	4,952,524	5,700,211	6,005,267
Regional Day School for the Deaf	State	23,329,611	25,707,248	27,633,200
Education Consolidation and Improvement Act, Chapter 1—Handicapped Program	Federal	6,294,245	6,469,691	5,331,799
Education of the Handicapped Act B—Assistance to Local and State Education Agencies (Flow Through)	Federal	42,359,634	57,816,300	58,942,904
Education of the Handicapped Act B—Preschool Incentive Act	Federal	1,597,407	2,078,320	2,058,531
Education of the Handicapped Act C—Deaf-Blind Education	Federal	543,815	575,000	251,380
TOTAL		$ 512,850,447	$ 588,734,949	$ 594,295,094

*Foundation School Program
**State/Local

Public Education Program Budget, 1986-87

	Source of Funds	Expended 1985	EST/EXP 1986	Budgeted 1987
Educationally Disadvantaged				
Compensatory Education Allotment (less TEAMS costs)	FSP*	$ 317,249,946	$ 326,432,510	$ 335,010,993
Prekindergarten Program for the Disadvantaged	S/L**	0	39,340,058	48,597,549
School Community Guidance Centers	State	1,394,319	1,315,807	1,684,193
Education Consolidation and Improvement Act, Chapter 1—Low Income	Federal	180,821,989	222,666,926	201,060,728
Education Consolidation and Improvement Act, Chapter 1—Migrant (Flow Through)	Federal	53,371,779	59,820,270	51,022,108
Education Consolidation and Improvement Act, Chapter 1—Neglected and Delinquent Program	Federal	1,759,045	1,602,911	1,196,428
TOTAL		$ 554,597,078	$ 651,178,482	$ 638,571,999
Bilingual Education				
Bilingual Education Allotment	FSP*	$ 32,128,430	$ 34,186,689	$ 34,544,960
Early Childhood Limited English Proficient Summer Program	State	0	5,727,942	5,899,300
Transition Program for Refugee Children	Federal	996,373	1,195,999	874,419
Emergency Immigration Education Assistance	Federal	1,743,120	3,583,874	2,811,255
Elementary and Secondary Education Act—Title VII—Bilingual	Federal	126,074	0	0
TOTAL		$ 34,993,997	$ 44,694,504	$ 44,129,934
Vocational Education				
Vocational Education Allotment	FSP*	$ 234,018,074	$ 245,061,626	$ 245,924,991
Vocational Education	State	3,159,755	0	0
Carl D. Perkins Vocational Education Act	Federal	34,994,032	42,118,668	36,983,109
TOTAL		$ 272,171,861	$ 287,180,294	$ 282,908,100
Gifted and Talented Education				
Gifted and Talented Allotment (less SBOE discretionary)	FSP*	$ 3,794,889	$ 5,920,876	$ 6,336,027
TOTAL		$ 3,794,889	$ 5,920,876	$ 6,336,027

*Foundation School Program
**State/Local

Public Education Program Budget, 1986-87

	Source of Funds	Expended 1985	EST/EXP 1986	Budgeted 1987
Adult and Community Education				
Adult Basic and Secondary Education Program (State Formula and Discretionary)	State	$ 7,405,386	$ 7,500,000	$ 7,500,000
Adult Basic and Secondary Education Program (Flow Through and Discretionary)	Federal	5,976,703	5,197,605	5,005,613
Community Education	State	1,460,297	1,323,000	500,000
Industrial Start-Up Training	State	749,017	858,305	921,695
Apprenticeship Training	State	1,462,403	500,000	375,000
Job Training Partnership Act	Federal	5,142,127	940,422	1,440,422
TOTAL		$ 22,195,933	$ 16,319,332	$ 15,742,730
Child Nutrition				
State Support for National School Lunch Program	State	$ 14,854,592	$ 14,854,527	$ 14,605,000
National School Lunch Program	Federal	194,771,815	209,713,866	222,750,000
National School Breakfast Program	Federal	46,324,837	49,827,134	52,650,000
Special Milk Program	Federal	0	0	35,000
TOTAL		$ 255,951,244	$ 274,395,527	$ 290,040,000
School Transportation				
Transportation Allotment	FSP*	$ 176,027,563	$ 183,754,807	$ 189,951,461
School Bus Safety	State	499,949	0	0
TOTAL		$ 176,527,512	$ 183,754,807	$ 189,951,461
Instructional Materials				
Textbook Program				
Textbooks, Systems, and Materials	State	$ 63,320,242	$ 69,631,700	$ 112,122,850
Large Type and Braille	State	464,452	500,000	786,500
Textbook Freight	State	1,048,576	925,000	1,179,750
Regional Media Centers	State	2,615,129	2,741,534	2,928,559
TOTAL		$ 67,448,399	$ 73,798,234	$ 117,017,659

*Foundation School Program

Public Education Program Budget, 1986-87

	Source of Funds	Expended 1985	EST/EXP 1986	Budgeted 1987
Discretionary/Agency-Related Programs				
Education Consolidation and Improvement Act, Chapter 2—Enrichment Grants	Federal	$ 2,445,839	$ 2,884,606	$ 3,851,179
Education for Economic Security Act, Science/Math (Discretionary)	Federal	0	863,273	378,891
Education Consolidation and Improvement Act, Texas Diffusion Network	Federal	137,972	135,205	120,000
Education of the Handicapped Act B—Assistance to Local and State Education Agencies (Discretionary)	Federal	13,528,298	15,417,680	15,718,108
Education Consolidation and Improvement Act, Chapter 1—Migrant (Discretionary)	Federal	221,720	221,720	221,720
Carl D. Perkins Vocational Education Act	Federal	3,981,480	6,412,437	9,504,988
Gifted and Talented Allotment (SBOE Discretionary)	FSP*	421,654	657,875	704,003
Adult Basic and Secondary Education Program—Federal (Discretionary)	Federal	N/A	659,656	600,000
Computer Services	State	2,740,634	2,888,726	2,928,559
Research, Development, and Evaluation	State	0	223,931	376,069
Texas Educational Assessment of Minimum Skills (TEAMS)	FSP*	900,655	5,000,000	5,500,000
Testing and Appraisal	State	0	5,463,259	1,107,461
Teacher Certification Assessment	State	0	1,363,820	476,180
Accreditation, Training, and Curriculum	State	0	2,000,000	1,500,000
Texas Assessment of Basic Skills	State	2,150,000	0	0
TOTAL		$ 26,528,252	$ 44,192,388	$ 42,987,158
GRAND TOTAL		$8,319,020,897	$8,728,262,272	$8,980,243,737
Method of Financing: Summary				
Federal	Federal	$ 622,070,868	$ 721,873,396	$ 700,580,831
Local	L	2,973,690,561	3,171,940,726	3,272,807,227
State	FSP/S	4,723,259,468	4,834,448,150	5,006,855,679
TOTAL		$8,319,020,897	$8,728,262,272	$8,980,243,737

*Foundation School Program
**State/Local

Appendix III

Texas Education Agency Operating Budget, 1986-87
Texas Education Agency Administration: Object of Expense

Account Description	Expended 1985	EST/EXP 1986	Budgeted 1987
Compensatory Per Diem	$ 23,297	$ 22,500	$ 22,500
Exempt Salaries	797,061	907,121	999,252
Classified Salaries	22,904,634	23,643,111	23,271,048
Hourly and Other Wages	1,444	5,013	0
Longevity Pay	333,220	322,928	328,100
OASI Payments	2,608,296	2,666,566	2,588,264
Professional Fees and Services	1,446,997	462,198	804,306
Workers' Compensation	0	0	0
Fuels and Lubricants	25	2,000	2,000
Consumable Supplies and Materials	318,693	495,589	366,454
Postage	458,853	448,791	480,348
Telephone	609,664	663,231	654,413
Utilities	115,173	27,890	29,969
Travel	1,590,785	1,655,839	1,543,594
Rent—Building	942,251	219,907	331,704
Rent—Machine and Other	610,647	170,792	95,982
Other Operating Machine	1,543,306	1,771,286	1,915,243
Employee Insurance Payments	1,155,450	1,258,008	1,240,230
Capital Outlay	2,402,682	1,045,228	1,258,693
TOTAL, OPERATING EXPENSE ITEMS	$37,862,478	$35,787,998	$35,932,100

Texas Education Agency Operating Budget, 1986-87
Texas Education Agency Administration

Item No.	Description	Expended 1985	EST/EXP 1986	Budgeted 1987
1.	General Management			
	a. Commissioner of Education	$ 65,400	$ 67,362	$ 67,362
	b. General Management	2,499,228	2,266,484	1,895,232
2.	Educational Quality	3,038,321	3,580,314	3,517,924
3.	Curriculum and Program Development	9,364,936	6,763,173	7,252,775
4.	Finance and Compliance	12,207,309	12,531,264	11,626,244
5.	Internal Management	3,205,318	3,650,388	4,025,210
6.	Research and Information	7,481,966	6,929,013	7,547,353
	Total, Agency Administration	$37,862,478	$35,787,998	$35,932,100

Texas Education Agency Operating Budget, 1986-87
Texas Education Agency Administration: Method of Financing

Description	Expended 1985	EST/EXP 1986	Budgeted 1987
Out of General Revenue Fund No. 001:	$21,315,633	$17,990,147	$17,172,507
Out of State Textbook Fund No. 003:	$ 1,239,187	$ 1,252,159	$ 1,321,892
Out of the Certification and Proprietary School Fees, Fund No. 001:	$ 639,280	$ 1,917,518	$ 1,755,621
Out of the Guaranteed Bond Program Fund (Sec. 20.905):	$ 0	$ 45,116	$ 7,744
Out of the Statewide Book Fund:	$ 0	$ 111,712	$ 24,023
Out of Miscellaneous Fees, Fund No. 001:	$ 0	$ 0	$ 107,893
Out of the GED Fees, Fund No. 001:	$ 0	$ 68,669	$ 175,000
Out of the Available School Fund, Fund No. 002:	$ 0	$ 0	$ 588,779
Out of the Foundation School Fund, Fund No. 193:	$ 0	$ 0	$ 457,738
Total State Funds for Agency Administration Sums Certain and Estimated	$23,194,100	$21,385,321	$21,611,197
Federal Funds			
Out of HEW, Fund No. 148:	$12,878,246	$12,602,269	$11,817,737
Out of Earned HEW, Fund No. 148:	$ 846,848	$ 634,941	$ 431,290
Subtotal, Agency Administration, Fund No. 148	$13,725,094	$13,237,210	$12,249,027
Out of Department of Agriculture, Fund No. 171:	$ 456,704	$ 559,004	$ 535,899
Out of Earned Department of Agriculture, Fund No. 171:	$ 0	$ 0	$ 759,656
Subtotal, Agency Administraton, Fund 171	$ 456,704	$ 559,004	$ 1,295,555
Out of Veterans Administration, Fund No. 169:	$ 466,055	$ 567,556	$ 590,251
Out of Earned Veterans Administration Fund No. 169:	$ 0	$ 0	$ 128,625
Subtotal, Agency Administration, Fund 169	$ 466,055	$ 567,556	$ 718,876
Subtotal, Federal Funds, estimated	$14,647,853	$14,363,770	$14,263,458
Out of Interagency Contracts:	$ 20,525	$ 38,907	$ 57,445
TOTAL, METHOD OF FINANCING, AGENCY ADMINISTRATION	$37,862,478	$35,787,998	$35,932,100

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For further information about the State Board of Education, the Texas Education Agency or any aspect of public education in Texas, please contact the Public Information Division of the Texas Education Agency at the above address, or call (512) 463-9000.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

GE7 741 01

January 1987

Texas Education Agency

Austin, Texas